



Government of Tamilnadu

ENGLISH

VII - STANDARD

**Untouchability
Inhuman- Crime**

Department of School Education

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தேசிய கீதம்

ஐன கண மன அதிநாயக ஐய ஹே
பாரத பாக்ய விதாதா
பஞ்சாப ஸிந்து குஜராத மராட்டா
திராவிட உத்கல பங்கா
விந்திய ஹிமாசல யமுனா கங்கா
உச்சல ஜலதி தரங்கா
தவ சுப நாமே ஜாகே
தவ சுப ஆசிஸ மாகே
காஹே தவ ஜய காதா
ஐன கண மங்கள தாயக ஐய ஹே
பாரத பாக்ய விதாதா
ஐய ஹே ஐய ஹே ஐய ஹே
ஐய ஐய ஐய ஐய ஹே!

— மகாகவி இரவீந்திரநாத தாகூர்.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!

உன் சீரிளமைத் திறம் வியந்து
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– 'மனோன்மனியம்' பெ.சுந்தரனார்.

INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the
blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns
Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires
awe and ecstasy.'

THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and
integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes
relating to religion, language, region or other political or economic grievances should be
settled by peaceful and constitutional means."

A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work
for the greatness of my Motherland putting to the fullest use the benefits that I derive through
education.

Vande mataram!

Signature

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UNIT 1

A NOTE TO THE TEACHER

In this unit, through the prose lesson '**Our Tiny Co-travellers**', the child gets a glimpse into the complex world of ants. The attempt has been to create a context for the child to build perspectives on the society he/she lives in. The ants have been on the planet for more than 150 million years. They have built a wide and intricate relationship with resources, and with other species. Through learning about how they organize their lives, the child may be invited to explore and reflect on how human beings have utilized the natural and other resources of this planet, how they interact with each other, and what it truly means, to be human.

The poem, '**Bat**' by Randall Jarell is a lyric on the bat. Combining careful observation with a vivid imagination, the poet describes how a bat-mother takes care of her new-born son. He describes all the things that this mother might do through one night of hunting. In doing this, he brings in valuable information on how bats 'sense' their way, what they eat and drink, and where they rest. The scope here is to help children learn how words connect to feelings and images. Children may also learn that motherhood can unite all species.

The story, '**I Can Take Care of Myself**' is an adaptation of a popular folk tale, wherein the mother rat wants her daughter to be married 'well' – to the most powerful being on earth. The passage given, shows a conversation between the mother and her daughter, where the daughter declares that she wants to study and take care of herself. The question asked here is, 'Can a relationship be based on mutual dependence and trust, rather than on the basis of 'power'? A few exercises have been given to help the student.

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. There is much scope for functional enrichment in the language. The grammar section extends the student's understanding of vocabulary and syllabification. There is a detailed exploration of various punctuation marks.

We share our lives with millions of other species on earth. Our lives are connected with theirs in many ways. When we carefully observe another species, we can understand a lot more about our own lives. Shall we look at the ants?



In Preparation:

Ants are called social creatures, like us. In fact they come under the 'eusocial' or 'highly social' category of insects, because they show a high level of willingness to cooperate with each other, and care for their young. Perhaps, this is why, though they are so tiny, 25% of all the animal weight in the tropics is made up of ants! In just variety and numbers, there are few species to beat the ant!

Have human beings learnt to co-exist? Have we learnt to adapt ourselves to nature?

Ants evolved from wasp like creatures around 150 million years ago. In fact, along with wasps and bees, ants belong to an order of insects called **hymenoptera** [hymen: thin film ptera: wings]. They probably shared the world with the last dinosaurs. But they have continued to inhabit this beautiful and changing earth. The rise in the number of flowering plants greatly increased the number of ant **species**. There are more than ten thousand ant species, each with its own countless 'colonies', or community groups. Each ant species has its own habits and lifestyle. This sounds human, doesn't it?



Ants co-exist and adapt themselves to a range of natural and man-made circumstances. They have learnt to live **harmoniously** on plants and trees, by weaving nests of leaves for themselves, and providing some services for their home plant or tree. They have learnt to live on the ground, by building their nests in old logs or under stones, and also in the **crevices** of buildings.

species: kind, type
harmonious: peaceful
crevices: small gaps

They also live in underground holes, in tunnels with many side 'rooms'. They are the only animals known to build working sewage systems. The average ant's nest will have up to three metres of sewage! They allow many other species to co-exist with them – with **mutual benefit**. The worker ants look after and protect green flies and

What are the places that ants live in?

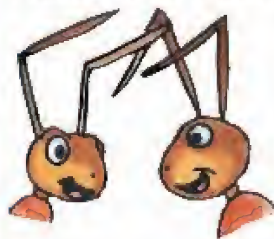
aphids [plant pests] that live with them in the way that human beings look after cows.

When ants touch them with their **antennae** [plural of antenna] these insects give them honey dew. The Rufous woodpecker lays its eggs in a nest made by a species of 'arboreal [tree] ants!

mutual benefit: helpful to both antennae - a pair of long, thin feelers on the heads of some insects.

The ant has the largest brain in proportion to its size. It is said that the processing power of an ant's brain and a Macintosh II computer might be similar! Ants have six jointed legs. Each leg is provided with two claws at the tip of the legs for grip. Ants are very strong, and this helps them to run quickly. They can lift weights 20 times their own body weight! An ant's head is provided with a pair of compound eyes for vision, but it cannot see very well. Ants are mostly omnivorous. They eat other insects like worms and caterpillars, seeds, oils and sweet things such as fruits. Adult ants cannot chew and swallow solid food. They rely on juice which they squeeze from pieces of food.

About 50 million years ago ants started 'fungus farming'. The tropical leaf cutter ant, for instance, uses its sharp outer jaw to cut leaves and make them into pulp.



The pulp is later used to make fungus gardens. These gardens are looked after and harvested for food. In fact they are the forerunners of humanity in farming. They are great seed harvesters. They know how to remove the husk and store the seed. Here too, ants are similar to us. Some trees also love ants

because they can be great seed dispersers.

Ants have two antennae which serve as their sense organs. An ant uses its antennae for touch as well as smell. People are learning a great deal about chemical communication, by studying ants.

Ants release chemical substances called 'pheromones' to communicate with each other. One pheromone, or 'scent'[smell] for instance, warns ants when there is danger. Each colony has its own 'scent', and the source of the scent is the queen! Ants 'sense' other ants from their own community, and will protect them selflessly. When they find a source of food, they leave a trail of scent to attract other ants from their colony towards the food. They can also occasionally 'go to war' with another colony of ants, when their food resource is threatened. Most ants sting, when they defend or attack. Black ants and wood ants do not have a sting. Instead, they are able to squirt a spray of formic acid!

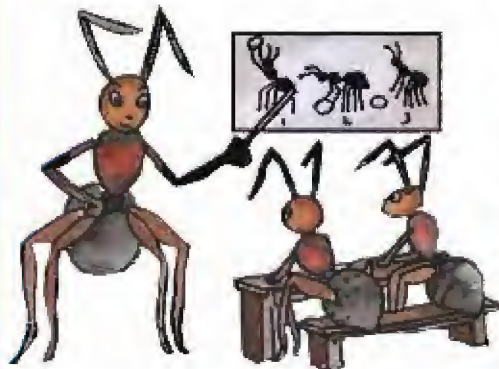
One can also note the strange phenomenon of 'enslavement' among ant groups. The **slave-maker** ant raids the nest of other ants and stealing their pupae [plural of pupa, or **cocoon**]. Once the pupae hatch, they are made to work as slaves within the colony.

Do all species on this earth have some common qualities? What makes us human?

slave: a bonded servant
cocoon - a silky case spun by the larva of many insects. It protects it while turning into an adult.

Ants appear in shades of green, red, brown, yellow, blue or purple. They are of very different sizes. The Driver ant of Africa, which is one of the largest ants in the world, is 80 times the size of the Australian Inch ant, which is the size of a pin head! Their normal size ranges from two to seven millimeters in length, but some big ants are almost the size of your middle finger.

An ant colony has three types of ants. There are many worker ants, a few male ants and the queen ant. The amazing thing is, in every batch of eggs laid, their proportion is the same!



Queen ants are provided with wings at birth. The male ants have wings, too. The flight of the queen ants and the male ants to mate is called their marriage flight. Soon after that, when settle down to start their colonies, they lose their wings. The queen ant lays eggs in the soil.



A few days later, the larva hatches from the egg. Within 8 days the larva makes a hard cocoon around its body. The workers cut open the cocoon after three weeks, so that the new ant can come out. The queen is the mother of the entire population in the colony. She lives for fifteen years. The male ants live only for a few months. The workers live for up to five years. So, as you can see, among the worker ants, which do all the work in the nest or colony, there could be an overlap of two generations of looking after the same nest, along with its queen – so the younger worker ants are 'trained' to assist older ones in their work.

In every species, the queen ant is the biggest ant. The workers are the smallest ants. They are half as big as the queen. Worker ants do a range of jobs for the colony in which they live.



Worker ants take care of the nests. The workers hatch and look after the eggs laid by the queen. They also look after the queen and build the nest. Worker ants are always alert. They are always on the look out for predators (enemies who eat them) such as birds and ant eaters. They feed, clean and also carry the **larvae** for an 'airing'. Different groups of worker ants do different things in a nest. Some work as soldiers. Others work to maintain the nest, and take care of the larvae. Some others do the tough job of collecting food for the whole colony, and also digging new nests.

Over all, the lives of ants throw up many questions for us to look at. How does our society organize itself? As a species, we too have multiplied. Science and technology have developed a great deal. We dream of traveling to outer space, and making contact with other planets. What do we need to learn about ourselves? How can we discover how to be human?

LET US REMEMBER



What do ants build along with their homes?



Which class of insect do they belong to, and why?



For what do ants use their antennae?



Write five lines describing the ant.

How are ants the forerunners of humanity in farming?



What chemical do ants release, to communicate with each other?



Why do ants go to war?



Why do ants steal the pupae of another colony?



What three types of ant does each colony have?



Draw the life cycle of the ant.

What questions and perceptions do you have about ants at the end of this lesson?



LET US UNDERSTAND DISCUSS AND SHARE

1. What do you feel about the division of labour in the ant world?
2. What do we learn from the lives of ants?
3. If you were to organize society, how would you do it?

A. With the help of a dictionary find out the meanings of:

1. observe -
2. Intelligent -
3. discover -
4. peaceful -
5. discipline -



B. Having found out the meanings discuss among yourselves as to how the above words can be used in different situations.

- Eg:
1. The life of an ant shows how **discipline** can make life peaceful.
 2. It is fun, to **observe** ants move in a line.

C. Connect the opposites

No.	Opposites	
1	tiny	cold
2	hot	brave
3	high	small
4	alert	united
5	cowardly	failed
6	war	huge
7	succeeded	low
8	work	dull
9	large	peace
10	divided	leisure

PREFIXES

D. Let us learn what prefixes are:

The base part of a word is called the **root**. **A syllable or part added before a word in order to change its meaning is called a prefix.** Prefixes mean something, and therefore add that meaning to the word they are joined to.

Here are a few examples.

No.	Prefix	Meaning	Word	Your example
1.	im-	not	impossible	
2.	dis-	away or apart	disagree	
3.	mis-	wrong	misjudge	
4.	multi-	many	multiply	
5.	pre-	before	preview	
6.	bi-	twice	bisect	
7.	semi-	half	semi-precious	

E. Match the given words with the right prefix and fill below:

comfort	loyal	movable	perfect	storey
conscious	reading	mature	Latin Words	

F. What are compound words?

When two words are brought together with or without a hyphen they are called compound words. They mean differently when they exist alone.

Eg: postbox, pinpoint, cowshed, dry-clean.

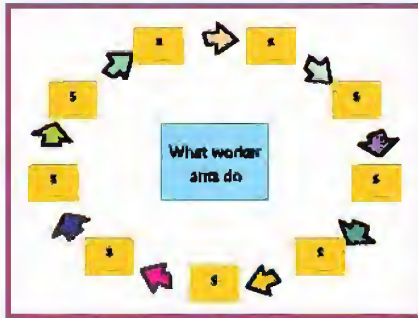
Try this! - Match the following compound words and write them out:

first word	second word	new word
match	hole	
card	pin	
man	board	
safety	fish	
star	box	

F. Complete the given lines with what you have understood from the lesson

1. Ants have antennae to _____.
2. Their homes called _____, and they live in _____.
3. The queen ant _____.
4. The hatched eggs are carried by workers for _____.
5. Different worker ants _____.

LET US UNDERSTAND: FILL IN THINGS WORKER ANTS DO



LISTENING SKILL: PAIR UP AND SHARE!

Listen to the method of preparing any item of your choice. You could try to explain the method of preparing any one of the following:

- ⇒ Tomato soup
- ⇒ Rice
- ⇒ Coconut milk
- ⇒ An envelope
- ⇒ Fried vegetables



READING SKILL:

Read a paragraph from the given text with the right pause, Intonation and stress to understand the meaning conveyed in the passage.



PROJECT : OBSERVE, RECORD!

Place something sweet on the ground. Observe how long it takes before the ants find it.

1. Where do they come from? How do they find out where the food is?
2. What do they do immediately after that?
3. Do they eat it? Do they communicate with each other? How?
4. Do they immediately carry it back?
5. How long is it before there is no food left?

WRITING SKILL: LET US REVISE

A. Write a letter to your friend informing him about your recent vacation and the most exciting part of the holiday.

Place:

Date:

Dear.....

.....

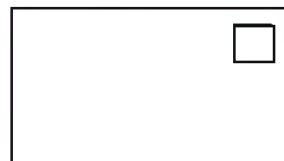
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.....

.....

Yours affectionately,

.....



GRAMMAR - LET US REVISE NOUNS:

What is a noun?

"A noun is the name of a person, place or thing."

A **common noun** is the name of persons, places and things in **general** such as man, school, and book.

A **proper noun** is the name of a **particular** person, place or thing, such as Chennai, Sita, Satish etc. All proper nouns start with a capital letter.

A **collective noun** is the name given to a **group** of things, for example a **flock** of birds or a **herd** of cows.



An **abstract noun** is something you can't see, hear, touch or taste. These can be emotions (happiness, sorrow) or states (peace, quiet).

Material noun is the name of the material with which a thing is made of.

Example : cotton, wood, silk etc.

EXERCISE - COMMON NOUNS:

Identify the **Common Nouns** in the following sentences.

1. We arrived early at the station.
2. There are different species of fish.
3. The man was trying to steal her car.



EXERCISE - PROPER NOUNS:

Use capital letters for **Proper Nouns** in the following sentences.

1. paris is the capital of france.

2. william shakespeare is a famous english author.

3. 'war and peace' was written by leo tolstoy.

EXERCISE - ABSTRACT NOUNS:

Form Abstract Nouns from the following.

Eg. child - childhood

happy _____	scholar _____
know _____	think _____
strong _____	wise _____

strength,
thought,
wisdom,
happiness,
knowledge,
scholarship

EXERCISE - COLLECTIVE NOUNS:

Fill in the blanks with suitable collective nouns choosing from the answer given below.

1. A _____ of birds flew high in the sky.
2. They saw a _____ of lions at the zoo.
3. The farmer has a _____ of cattle on his farm.

herd,
pack,
flock

LET US REVISE: VERBS

The verb is the word or words that expresses action or says something about the condition of the subject.

In general, the verb tense expressing action in the present time is known as the **Present Tense**. The **Present Tense** is the tense (that is, the form of the verb) that may be used to express:

- ⇒ action at the present
- ⇒ a state of being or doing [eternal truths, or habitual actions];
- ⇒ an occurrence in the (very) near future; or
- ⇒ an action that occurred in the past and continues up to the present.

Example: ***She writes***

SIMPLE PRESENT TENSE :

e.g : John..... (work) in a restaurant. ***John works in a restaurant.***

1. Children..... (make) a lot of noise.
2. Sarala..... (like) slow music very much.
3. I..... (brush) my teeth twice a day.
4. She..... (do) her homework regularly.
5. Kamala..... (drink) milk for breakfast.
6. They..... (get up) at 7:00 in the morning.
7. My father..... (arrive) home at 7:00 p.m .
8. Saina and Mary..... (go) to bed at 9:00p.m.
9. This train..... (stop) at Chennai.
10. We..... (play) football all the while



CIRCLE THE CORRECT ANSWER :

1. **Susheela** / I like walking in the rain.
2. **Mohan** / I usually comes home at 4:00 pm.
3. **Malar** / **Suba** and Veena always cleans her room.
4. **Sundar** / You come to the class late.
5. I / **Priya** brushes her teeth every night .



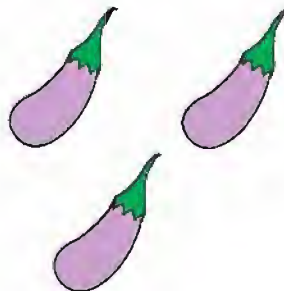
SIMPLE PAST TENSE :

The Simple Past Tense is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context.

Example: I **liked** the film, she **ate** the fruit, they **played** ball

Find the verbs in the following sentences and change them into Past Tense.

1. The teacher _____ (give) instructions.
2. Sheena _____ (post) the letter.
3. The train batch _____ (arrive) late.
4. The vendor _____ (sell) a kilo of brinjals.
5. I _____ (forget) my book.



SIMPLE FUTURE TENSE :

The Future Tense is a verb tense that expresses actions or states in the future. The future tense is used to describe something that is going to happen or will / shall happen later on.

Example: I **will eat** an apple tomorrow.
We **will go** out to play in the evening.
They **will dance** in the festival.

Put the verbs in the correct form (simple future)

1. I _____ (bring) the book tomorrow.
2. People _____ (be) happy to see the winner.
3. The bus _____ (come) in a few minutes from now.
4. Mala _____ (sing) the prayer song in the next programme.
5. Be careful! The child _____ (break) the glass.



LET US LEARN: THE PHRASAL VERB

Definition: A phrasal verb is a combination of :
★ a verb and a preposition -
★ a verb and an adverb ★ a verb with both an adverb and a preposition.

The meaning of a phrasal verb is different from the original verb.

Eg: **come across**: to meet or find by chance

We come across many cows in the village

come along: to go with someone else who takes the lead

The man asked his son to come along to carry the things they bought.

come up: to climb

One must work hard to come up in life.

come down to: to lead to a final result

Finally the vendor came down to the price we quoted.

come down with: to contract illness

Somu came down with fever after he was drenched in the rain.

DO AND SEE :

Here are six phrasal verbs with verbs like bring, take, put - make sentences of your own. Add two more!

Phrasal verb	Its meaning	Sentence
bring about	make to happen	
bring along	come with	
take out	go out with	
put in	contribute	
put up with	endure	
come back to	to return to	

Human beings have often associated human qualities to animals, and there may or may not be truth in it. Is a fox really cunning? Is an owl always wise and old? Is a jackal sly? And....

Are all batsvampires?

In Preparation:

- ✱ Have you seen a bat?
- ✱ What have you seen it doing?
- ✱ These fascinating creatures are good mothers, too!
- ✱ Here is a beautiful, bat - friendly poem by the modern poet Randall Jarrell.

A bat is born
Naked and blind and pale
His mother makes a pocket of her tail
And catches him. He clings to her long fur
By his thumbs and toes and teeth
And then the mother dances through the night
Doubling and looping, **soaring**, **somersaulting** -
Her baby hangs on underneath
All night in happiness, she hunts and flies
Her high sharp cries
Like shining needle points of sound
Go out into the night and, **echoing** back,
Tell her what they have touched.
She hears how far it is, how big it is,
She lives by hearing



soaring: flying high
somersault: do a 'balti'
echo: sound that comes back to you



The mother eats the moths and **gnats** she catches
 In full flight; in full flight
 The mother drinks the water of the pond
 She **skims** across. Her baby drinks the milk she makes him
 In moonlight or starlight, in mid-air.
 Their single shadow, printed on the moon
 Of fluttering across the stars,
 Whirls on all night; at daybreak
 The tired mother flaps home to her **rafter**.
 The others all are there
 They hang themselves up by their toes,
 They wrap themselves up by their brown wings.
 Bunched upside-down, they sleep in air.
 Their sharp ears, their sharp teeth, their quick sharp faces
 Are dull and slow and mild.
 All the bright day, as the mother sleeps,
 She folds her wings about her sleeping child.



- Randall Jarell.

ABOUT THE POEM :

This poem portrays the nocturnal [living as if night was the day] life of a mother bat, revealing her similarity with some other mammals in mothering a child. The poet describes the little bat's life right from time of its birth observing its habits, its abilities and its limitations. The poet brings in a vivid imagination along with great and careful observation.

LET US REMEMBER - ANSWER THE FOLLOWING QUESTIONS:

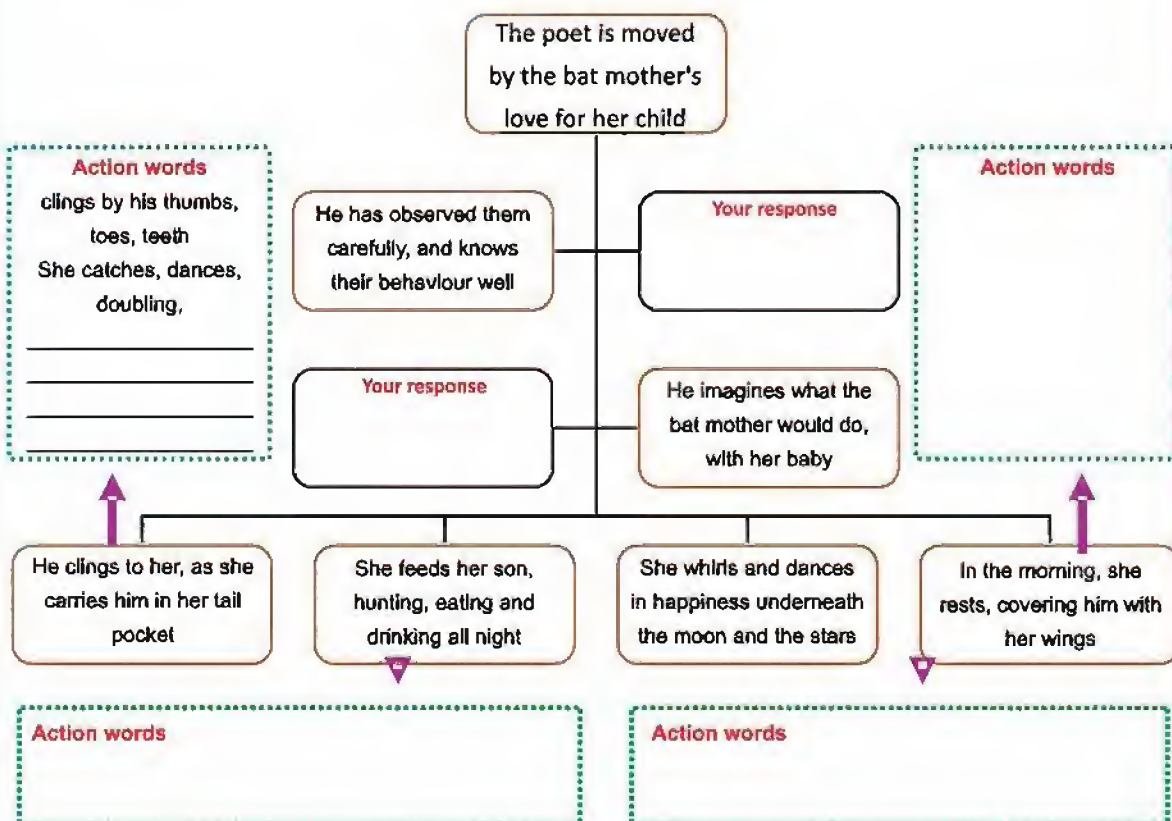
§ Which are the words or phrases that speak about the time when the bat moves around? **Fill in!** **Eg: the mother dances through the night**

§ The bat **makes high sharp cries**. What are those sounds compared to? What helps the bat to hear?

§ What are all the things that the mother bat does, after her son is born?

For example, **she makes a pocket of her tail and catches him**. **Fill in!**

From the poem, what sense do you get about the poet's attitude towards bats? What does he do to communicate it? **Fill in!**



LET US UNDERSTAND: DISCUSS IN SMALL GROUPS AND SHARE.

- What is the poem about? What does the poet want to communicate?
- What did you feel about bats? Did this poem affect that attitude? How? Explain.
- What does the mother feel about her baby? How do you know? Which lines or words indicate it? **Study this table.**

No.	What the bat-mother does	What she feels	The line that shows it
1	<i>catches her son as he is born, by her tail pocket</i>	<i>protective</i>	<i>bat child is naked and blind and pale – she catches him</i>
2	<i>she dances in the air</i>	<i>overjoyed</i>	<i>she dances through the night - doubling and looping, soaring, somersaulting - Her baby hangs on underneath</i>
3	<i>she hunts and flies</i>	<i>happy</i>	<i>her high sharp cries echo back, and tell her what they have touched</i>
4	<i>she eats & drinks while flying, and feeds her son</i>	<i>caring</i>	<i>her baby drinks the milk she makes him in moonlight or starlight, in mid-air their shadows are one against the moon</i>
5	<i>the tired mother sleeps, keeps her son safe</i>	<i>devoted</i>	<i>all other bats are resting, during the day, she sleeps, keeping her son safe with her wings</i>

Explain in a few sentences.

DO AND SEE!

- * Do you like any animal? Name any two animals you love. Say why.
- * Do you have any pet animal at home? If yes, what is its name?

Write a few lines about it.

Read this poem out to your family. Ask people who knew you as a baby about how you were when you were really small. Write a paragraph about what they said.

Write down six pairs of rhyming words from the poem.

LET US BECOME POETS:

Sit in groups and write a simple poem with rhyming words on any animal. A model is given below.

POST READING:

The Frog

A little green frog once lived in a pool
The sun was hot and the water cool,
He sat in the pool the whole day long,
And sung a dear little, queer little song,
“Juaggery doo, Quaggery dee,
No one was ever so happy as me.”



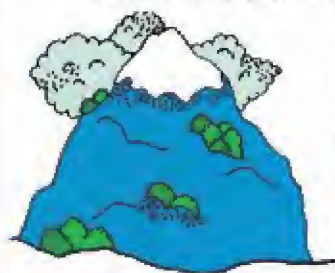
I CAN TAKE CARE OF MYSELF



Once upon a time, there was a mother rat who wanted to get her young daughter married as soon as possible, to the most powerful being that she could find. 'Who is the most powerful being on earth?' she asked herself. She saw the bright sun god, traveling across the sky, and thought, 'Surely, all beings depend on the sun. The sun god is the most powerful being on this earth.' She asked the sun god, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the rain. Without the rain, no crop or tree would grow. There would be no water on earth.'



Just then, it began to rain. She thought, 'How wonderful the rain is! It makes the whole land green. It makes the rivers flow. Surely, the rain god is the most powerful being on this earth.' She asked the rain god, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the mountain. Without the mountain, there would be no protection for the creatures of this earth. The mountain blocks the clouds, and lets the water flow safely for the people and all life in the valleys.'



Just then, she looked around, and saw the beautiful blue mountain. She thought, 'How big and strong the mountain is! It withstands all winds and storms. It protects the earth and its creatures. Surely, the mountain god is the most powerful being on this earth.' She asked the mountain god, 'Are you the most powerful being on this earth?' He smiled. 'No, there is one greater than me to help the creatures – it is the worm. Without the worm, the earth would be hard and nothing would grow in the soil. The earthworm is the greatest friend that living beings can have.'

Just then, she saw her daughter coming towards her. She asked her mother, 'What are you doing?' 'I am trying to find out who the most powerful being on earth is,' said the mother. 'Why?' asked her daughter. 'I want you to marry him and be safe,' said the mother.

'Why would I need to marry to be safe?' asked the daughter. 'To be safe, I need to know how to take care of myself.' 'You are small. You need protection,' said the mother rat. 'The best protection is to be able to protect oneself,' said the daughter. 'To protect myself, I need to learn to be strong and work hard.'

But why would you need to work? If you marry someone rich and powerful, he will support you,' said the mother rat. 'Who is rich and powerful, amma?' asked the daughter. 'The truly powerful being is one who can take care of oneself and those she loves. One is truly rich, if one is rich in love. I want to be powerful **myself**, so that I can take care of myself and those that I love.'



The mother rat was confused. 'What will you do?' she asked. 'I will learn to stand on my own feet. I will find work to do that supports me, and my family. For that, I need to learn more about the world, and learn to live in it as a good creature.' 'Let me first learn to take care of myself.' 'But don't you need help?' asked the mother rat. 'Yes, from you, amma!' said the daughter. 'Help me support myself. I am not interested in marrying anybody rich or powerful, Depending on another person's power, position or prosperity does not promise peace and security in the long run. ***One has to depend on the power within oneself to seek the target in one's life.***'

LET US REMEMBER :

1. What did the mother rat want to do?

2. Why did she find the sun god powerful?

1. Why did she find the rain god powerful?

2. Why did she find the mountain god powerful?

3. What two things did she want for her daughter?

4. What did the daughter want for herself?

LET US UNDERSTAND: DISCUSS AND SHARE IN SMALL GROUPS.

What do you think is most important for you to learn? What are the qualities that will be of help to you in your life? **Fill in.**

DEBATE AND LEARN !

Do you agree with the daughter rat or the mother rat? Support your answer with reasons.

UNIT 2

A NOTE TO THE TEACHER

In this unit, a sincere attempt has been made to make children aware of the importance of trees in their lives. The first section is a prose passage [an imaginative adaptation of Indira Anantha Krishnan's story, *'The Jacaranda Tree'*], called **'The Neem Tree'**. A young girl's initiative and her Principal's sensitive intervention help to save a neem tree on the school campus. Woven into this is an issue important and troubling in our times – 'What is success?' 'Who is a winner?'

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. Vocabulary activities given in this unit will be of much use to the children. An additional aspect is the inclusion of exercises aimed at sensitizing the child to feelings that lie, as it were, 'beneath the skin'.

The poetry section has a lively poem called **"What Trees Are For"**. Written as a group exercise by students of Class VII, it highlights the extraordinary versatility and innovative aptitude of children. The young poets sing in praise of their relationship with the tree, in simple poetical language. It is sure to bring out many constructive and creative mental pictures in young minds.

The supplementary section consists of a story, **'Nature Cares For Nature'** which throws light on how a teacher can kindle the minds of young children. Ramana, a young boy, motivated by the words of his teacher, plants a mango seed and takes pains to nurture the plant till it bears fruit. He also vows not to disturb nature. It is in the hands of the teacher, to motivate many more 'Ramanas', to plant many more trees, to save planet Earth.

This unit also paves way for the children, to revise and remember the Continuous Tenses, through pictures, time and action. Prefixes and Suffixes are also revised. A few spelling rules are given to avoid errors, while forming new words with the help of suffixes. There is also room for suggested extension activity, thinking beyond the text, and projects in this unit.

PROSE

THE NEEM TREE

There are many kinds of dreaming. Is there a difference between dreaming during the day, and at night? Yes, there is! **Discuss this!**

In preparation

The **Neem Tree** is called **Azadirachta Indica**, and is a wonder-tree. In Mecca, in a place called Arafat, a nature lover and follower of Mohammed Nabi planted 50,000 saplings of neem to benefit and bestow shade to the millions of pilgrims who come to the Holy City on pilgrimage!



The month of April was warm and summer had just set in; the neem tree was in bloom. Malar gazed through the window at the neem tree and totally forgot herself. The tree was so beautiful! Suddenly, the teacher's harsh voice thundered.

Have you 'forgot yourself' when looking at something? **SHARE IT!**

"Malar! I've called your name twice already and you've not answered." Her thoughts swung back to the classroom.

"Yes, teacher," said Malar.

"Malar! You will never learn anything if you keep on dreaming in the class," remarked her teacher. Malar stood up silently, her head down.

"Sit down," said the teacher and continued the lesson.



"It isn't true," said Malar to herself as she sat down. "I do try to pay attention, but I don't think dreaming is bad." She swallowed a lump in her throat and began to pay attention to the lesson. At the end of the class the teacher announced, "Before we close for summer, we will entertain ourselves as we usually do, with a song, dance and drama show." The children clapped their hands joyfully.

Is dreaming good or bad? In what ways?
FILL IN!

GOOD

BAD



"Who'd like to participate?" asked the teacher. A few enthusiastic hands went up.

"Malar? You too...?" asked the teacher, raising her eyebrows. Malar nodded, her right hand raised high.

Her grandmother's words echoed in her ears, "Keep your flag flying high. You will do well!"

"What would you like to do, Malar?" asked the teacher doubtfully. Malar answered promptly.

"Act in a play".



"Well ...I must see where we can fit you in," said the teacher, her voice still ringing with doubt.

"Or...or... dance."

The girls **giggled**. One of them said, 'She will start day dreaming on the stage, too!'

"We'll see about that," replied the teacher **evasively**. The bell rang. It was break time and the class **dispersed**. Malar and Nila ran out hand in hand. They ran to the row of trees that provided shade for the children. They ran in and out of the row of trees. Malar loved the white flowers of the neem tree. She thought that the green leaves of the neem tree were dotted like pearls by the **tiny** flowers of the neem trees. Suddenly, Nila stopped running and pointed up to one of the trees.

"Look, Malar," she said. Malar gazed.

"Strange, isn't it?" she said after a moment. "There are marks on this tree." Malar nodded wordlessly.

There were a few red marks on the neem tree.

The girls continued to run and play.

"Malar, are you really going to participate in our class dance?" asked Nila.

"Why not?" Malar replied briefly.

"But you must remember all the steps," said Nila.

giggled	- laughed in a silly way
evasively	- trying to avoid
disperse	- break up to leave
tiny	- very small

"Yes, I will," said Malar. Her eyes glistened and she controlled her tears silently. 'I need help to do that,' she thought to herself. "But I don't know from whom I can get it!"

The following day, the teacher put down Malar's name for group dancing. She called Malar to her side and said, "You must carefully follow the dance teacher's instructions and do exactly what she tells you to do."

Malar was **elated** and decided to give her best. During the dance practice, the teacher taught the girls to stand in a circle and move inward and outward in step with the music.



The movements were easy and the girls danced joyfully. Malar was very happy. The tempo

elated - very happy and excited

gradually increased. Suddenly, the teacher cried, "Stop; please stop." The girls froze. "Malar has fallen out of step. Start all over again." Malar looked around in dismay. The girls frowned and looked angrily at Malar. Her confidence had gone. She made many



mistakes. Each time Malar made a mistake, the teacher made the whole group do the dance again. As the girls dispersed, the dance teacher called Malar and said, "I think you should ask your teacher to give you some other role". "Why, teacher?" Malar asked, hurt and annoyed. She had tried so hard!

"Never mind. I will talk to your class teacher," said the dance teacher and went away. Malar did not move. She stared vacantly and "Come on, let's go. Don't worry..." before Nila could finish Malar voiced, "I'm not good at anything, am I?" She bit her lower lip. Nila smiled at Malar, and both of them went hand in hand towards their classroom. On the way they stopped near the row of trees. There were men standing near the marked neem tree. The girls overheard their conversation. "Principal Madam wants this tree to be cut," said one of the men.

"Why?" enquired Malar, anxiously.

"We are going to build a new toilet here," he replied.

"N... oooo, You can't cut the tree...",

she cried and put her hands around the tree.





"Principal's orders," said one of them. He felt sorry for Malar.

"Oh!" Malar sighed sadly. She forgot to go to her Class teacher. She took Nila along and rushed to the Principal's office. She pleaded with the Principal and requested her not to cut down a living tree.

"It needs to be cut, child," the Principal explained, "We need more toilets."

"Why don't we choose some other place?" Malar asked. The Principal looked thoughtfully at Malar. "I appreciate your love for the tree," she said. She agreed to keep the tree for some more time. Malar was overjoyed. The next day, the class teacher summoned Malar and told her, "I'll give you the role of the curtain raiser". The class laughed.



"What's that?" asked Malar, puzzled.

The teacher smiled and said, "Backstage, you'll have to pull the curtains at the start of each item, and draw them at the close of the item." "That means the audience is not going to see me?" asked Malar. The teacher nodded. Malar's face fell.

"This is the best I can do for you, now, Malar," the teacher replied. "In this way you need not fear about any wrong movements on the stage. But you have to be alert and pull the curtain strings in the right way at the right time. Please don't start dreaming." Malar suppressed her tears and said,

alert: attentive

"Teacher, may I be given another chance?"

"There is no time. Please don't argue."

Malar went home sadly. Her grandmother had made her favourite *bajjis* for tiffin. "What role are you going to play?" she asked eagerly. Malar ran and hugged her, and told her everything.



Remember what I have told you. Keep your flag flying high. Don't give up," she said.

The next day, when Malar went to her class she saw her teacher talking to the Principal about the cultural programme. "Come, Malar!" said the Principal kindly. What are you going to do for the Cultural Programme?" she asked. Malar started crying. She remembered her grandmother's words. She looked at her teacher. "Please give me another chance to dance," she said.



"She is not able to **cope** with the steps, Ma'am," said the class teacher.

cope: manage to do

Something burst inside Malar. "I can cope up," she said. "Just because I take time, doesn't mean that I am unfit." Malar looked through the window at the neem tree. "I am like the tree," she said. "Can I not be helped to be part of the dance? Why must I be removed?"

The Principal understood. "Of course you can be part of the dance," she said. "Do help her," she told the teacher.

The teacher agreed.

"And here's some good news for you," added the Principal. "We have chosen another place to build the



toilets. Your tree will survive." Malar's grandmother came to the cultural show. When the show was over, there was loud applause. All the participants were congratulated.

The teacher told Malar's grandmother, "Malar gave her the best. If she hadn't played her part well, the entire show would have been a mess." Malar's face was flushed. She was so happy!

The following day was the last day of school. Classrooms were cleaned and locked. All the students bid farewell to one another and began to leave. For a long time, Malar stood looking at the neem tree. She would not be seeing it for a couple of months. The blossoms were **bewitching**.

bewitching – having a magical spell

During **Ugadi**, a festival to celebrate the Telugu new year, which comes in March/April, the Sun is said to enter the constellation of Aries. People eat the bitter leaves and the roasted flowers of neem with a little jaggery, to symbolize the acceptance of the good with the bad.

Suddenly, Malar felt a hand on her shoulder. She turned round and saw the Principal smiling at her. "Beautiful, aren't they?" she asked. "You are a bright, beautiful blossom too. Remember, Malar, you're a winner – we can all be winners. Nobody has to lose the race." The Principal patted Malar's cheeks and said, "Happy holidays, girl."

Adapted from: Indira Anantha Krishnan

LET US REMEMBER :

What was Malar thinking about while her teacher was taking class?

Malar was _____.

Why was Malar's teacher doubtful about Malar's participation in a play?

She felt that _____.

Why did the girls look at Malar angrily?

They felt that _____.

Why had the Principal decided to remove the neem tree?

The principal had decided _____.

What good news did the Principal have for Malar?

The Principal told Malar that _____.

LET'S TALK TOGETHER : (IN SMALL GROUPS)

1. Do you think Malar was right in meeting the Principal to stop chopping down the tree? Why?
2. Have you ever participated in any cultural programme? If so, share your experiences with your group members.
3. Do you feel all children should participate in a cultural programme?
4. In what way did the Principal's attitude help Malar?
5. What was Malar's grandmother's role in making her feel a winner?

Link the opposites

summer	a) common
inward	b) winning
increased	c) winter
assembled	d) decreased
locked	e) dull
losing	g) opened
bright	h) outward
strange	i) dispersed
forget	j) remember

PRESENT YOUR VIEWS IN CLASS!

LET'S UNDERSTAND: WHO SAID THESE WORDS TO WHOM?


"Keep your flag flying high. You will do well."
Who? _____
To whom? _____

"You will never learn anything if you keep on dreaming in the class."
Who? _____
To whom? _____

"Malar has fallen out of step. Start all over again."
Who? _____
To whom? _____

"I appreciate your love for the tree." Who?
To whom? _____

MATCH THE FOLLOWING - WHAT MALAR FEELS AND THINKS - A FLOW CHART :



S.No.	WHAT MALAR FEELS AND THINKS	WHAT MAKES HER FEEL THAT WAY	YOUR FEELINGS AND OPINIONS
1.	dreams	cultural programme	
2.	feels ashamed	principal's words and actions	
3.	feels inspired	dance teacher's disapproval	
4.	wants to participate	the neem tree	
5.	feels sad	grandma's encouragement and support	
6.	feels anxious	Included in the group dance	
7.	feels elated	neem tree to be cut	
8.	feels put down	grandma's words	
9.	speaks her mind	teacher's doubts; laughter in class; wants help	
10.	feels supported and happy	teacher's words	

THINKING BEYOND THE TEXT:

What would happen if we keep on cutting all the existing trees?

Why are deserts unfit to live in?

What role do trees play in keeping our environment pure?

"One family, one tree",

Why is this a good idea?

Trees, the longest living beings on our planet, are crucial to the survival of all other living things on Earth...

WORD POWER: (DO THIS IN GROUPS)

PREFIXES AND SUFFIXES

New words can be formed by adding **prefixes** and **suffixes** with the root word.

Affix is the term used to refer both prefixes and suffixes.

1. read + er = reader

2. im + polite = impolite

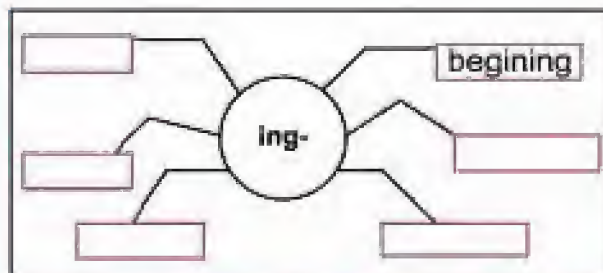
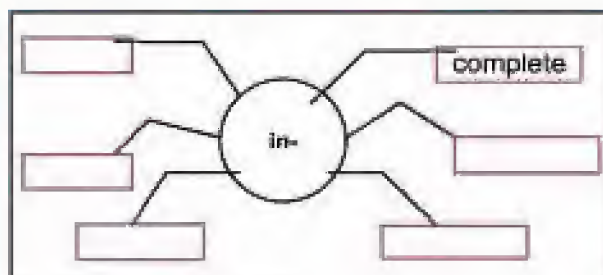
Make new words by adding '**in**' – or – '**ing**' to the following words and fit them in the web chart:

efficient	cry	write	animate	run
active	different	discipline	ride	sit

Spider talks!

Prefix: in-

Suffix: -ing



Caution!

1. If a word ends with the letter 'e' preceded by a consonant, the 'e' is dropped while adding the suffix '-ing' to the word. **eg: hide + ing = hiding**

2. If a word ends with a consonant preceded by a single vowel, the consonant will be doubled while adding any suffix to the word.

Eg: spin + ing = spinning
win + er = winner

Create similar webs for the affixes: mis-, -some, im-, un-. Examples may be given.

LET US SCAN THE TEXT:

1. Words/Phrases describing states of mind:

The words/phrases given below against each person describes the state of mind of that person.

Write down the moods of the persons with the help of the words or phrases mentioned against them.

S.No	persons	words / phrases	mood
1.	Nila & Malar	went hand in hand	happy
2.	Malar	rushed	_____
4.	Class Teacher	raised her eye brows	_____
5.	Girls	frowned	_____
6.	The Dance Teacher	stop, stop girls	_____

VOCABULARY CHECK:

Cloze test: Test yourself! In the given passage, every **fourth word** is removed.

Fill in the blanks by choosing words from the list given below:

Food is the _____ necessity of life. _____ food man cannot _____ long, so also an _____ or a plant. _____ man has to _____ a sufficient quantity _____ food. If the _____ he eats is _____, his health will _____ and he will _____ ill. Hence every man _____ to sensibly eat _____ food.

enough, fall, inadequate, of, every, live, prime,
without, animal, eat, food, fail, has

COMPOUND WORDS:

Compound words are words which are formed by joining two different words like nouns, verbs, adverbs and adjectives together, to form a new word.

(e.g.) Fire proof

Words 'fire' and 'proof' are separate words. They make a compound word.

Join the following column A and column B to form compound words.

S.No	Column A	Column B	Compound Word
1.	class	a) water	classroom

- | | | |
|-----------|----------|-------|
| 2. break | b) white | _____ |
| 3. over | c) room | _____ |
| 4. back | d) time | _____ |
| 5. door | e) heard | _____ |
| 6. snow | f) stage | _____ |
| 7. ground | g) step | _____ |

LET US REVISE: TENSES

We are aware that the 'tense' of a verb always shows the time of action.

1. a) The **Present Continuous Tense [Progressive Tense]** is used for an action going on at the time of speaking and to describe an action which is in progress right now;

⇒ Nila is singing.

⇒ The girls are dancing.

1. b) For an action that takes place in the near future by adding adverbs of time;

⇒ I am going to Chennai tomorrow.

⇒ The Prime Minister is meeting the President tonight.

LET US DO:

A list of the base form of the verbs is given in the box. Form sentences in the Present Continuous Tense.

dance A girl is dancing.

cook _____.

walk _____.

climb _____.

ride _____.

play _____.

write _____.



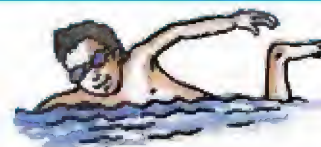
TRY THIS IN GROUPS:

1. Look at the pictures and answer the questions.

1. What is he doing? He is swimming.

2. Is he driving a cycle? Yes, _____.

3. What is he doing? _____.
4. What is she doing? _____.
5. Is she eating? _____.



II. The **Past Continuous Tense** is used to denote an action that is going on at some specified time in the past. Often, it is used in relation to another past action.

Example:

At 5 p.m., Kabilan **was singing** a song at the function.

We **were watching** TV last night, when the current went off.

Look at the picture showing the activities of Ms. Saina, the previous day. Complete the sentences given below.

- At 9.30 a.m., She was riding her bicycle.
- At 10.30 a.m., She _____.
- At 11.30 a.m., She _____.
- At 1.30 p.m., She _____.
- At 2.30 p.m., She _____.
- At 3.30 p.m., She _____.



III. The **Future Continuous Tense** is used to talk about actions which will be in progress at a given time in the future.

Examples:

My friend **will be meeting** me by this time tomorrow.

I **shall be playing** cricket tomorrow evening at 4 p.m.

Construct sentences using the future continuous tense from the table given:

1	The children	shall be will be	enjoying	in the evenings
2	I		going	to Chennai next month
3	Anitha		playing	Pongal in January
4	We		celebrating	rushing out of the door
5	Ramesh		working	the film
6				to temple today
7				hard tonight for exam.

LET US KNOW MORE:

(Listen to the passage read by the teacher and answer the questions)

What happens when trees are felled?

Over the years, billions of tonnes of carbon dioxide in the atmosphere are absorbed by the world's forests. When the trees are cut or burnt down, the carbon stored in the tree for years is released back into the atmosphere. Deforestation releases carbon dioxide from the trees. This speeds up the rate of global warming. When trees are cut and forest destroyed we need more trees to absorb the amount of additional carbon dioxide in the atmosphere. However, forests are not being replaced at the same rate at which they are being destroyed.



Answer the following questions:

1. In what way forests are useful to prevent global warming?
2. Trees absorb _____.
 - a) carbon monoxide
 - b) carbon dioxide
 - c) nitrogen
3. What is deforestation?
4. Why shouldn't we fell down trees?

THINK AND WRITE: [WRITE TEN SENTENCES]

"Nowadays plastics replace almost everything". Write down your **thoughts and feelings** about this statement.

Plan! What information do you want to collect about plastics?
What do you know about their use?
Why are plastics useful?—
Why are plastics bad?
How can we regulate their use?
What are alternatives to plastics?
How do you think their use may be encouraged in society?
What are you willing to do, in your own life?



POEM

* WHAT TREES ARE FOR

Some trees are for playing
- hide and seek with a friend,
Some trees are for chatting
- as if each day has no end
Some trees are for dreaming
- at times I cease to think!
Some trees are for looking at -
- at times without a blink!
Some trees are for observing
- a bird, without a sound,
Some trees are for making
- twig patterns on the ground
Some trees are for discovering
- an insect, bug or fly,
Some trees are for relaxing
- staring right through at the sky!
Some trees are for swinging
- till you fall, upon a root
Some trees are for treating
- your friend to a nice, fresh fruit
Some trees are for fanning
- your mind to make it cool
Some trees are for feeling
- at home when you walk to school!



What games do you play under a tree?

What birds have you observed upon a tree?

What insects or bugs have you observed upon a tree?

What trees do you cross, as you come to school?

*A Group Poem, By Class VII A,
Avvai Home TVR Girls H.S.S,
Adyar, Chennai*



NEW WORDS:

cease – to end

blink – closing and opening one's eyes quickly

swing - seats held by ropes or chains for swinging

LET US UNDERSTAND:



1. Who are the speakers in this poem?

2. What feelings about the tree do the poets communicate through this poem?

Why do the poets say that trees 'fan your mind to make it cool'?

SHARE IN GROUPS:

Have you ever carefully observed a tree? What are the different things you have seen? Are there any interesting experiences that you have had in a tree's shade?

WORD PICTURES:

The beauty of a poem lies in its evocative word pictures. The poets paint a number of them in this poem.

PICK OUT A FEW LINES THAT BRING PICTURES TO YOUR MIND:

1. Trees are to play hide and seek in

When we heal the earth,
we heal
Ourselves

WORD POWER:

Pick out the words from the poem which rhyme with the following words:

friend / _____ think / _____ ground / _____ fly / _____

LET US BE POETS:

Try in groups: (complete the poem)

As tree is for birds,
Water is for fishes.
As tree is for swinging,
Water is for _____,
As tree is for _____,
Water is for _____,
As tree is for _____,
Water is for _____.

Try this!

Imagine you are a tree!
Write your autobiography!



Try to compose a similar poem about "Air" or "Clouds" **You can do more!**

FUNCTIONAL ENRICHMENT ACTIVITY:

Make a list of the trees which you find in your locality:

S.No	Kinds of tree	Botanical name	Where it grows
1	Mango tree	Mangifera indica	
2			
3			
4			
5			

LET US WRITE:

Write a paragraph of ten sentences about the importance of a kitchen garden.



Lalitha was late. She had promised to come home early from her office. Her only Son Ramana, who was four years old, was expecting her arrival anxiously. When he heard the screeching noise of the front gate, he dashed to the threshold and found his mother entering with a polythene bag fully loaded.

"Ramana, come", said Lalitha, wiping her sweat. She let loose the bag. His hands went in and took one out of it.

"Oh! It's only a mango," said Ramana with contempt and threw it on the dining table.

"Ramana, what's this?".

"Amma, Don't talk to me"

Lalitha was hurt. Her husband had left when Ramana was just six months old. Since then she had started staying with her mother. One of her biggest delights was bringing up her son. She used to tell her friends, "My son is the biggest gift life could have given me."

"Ramana, take one and taste it. These are not the ones which I had bought last week from the market. Those were artificially made ripe by using chemicals" said Lalitha.

"I don't want to get a stomach-ache once again by eating this fruit" said Ramana adamantly.

"What is it, Ramana!" asked Grandma Neelambal.

"Nothing, Grandma, mother pestering me to eat this fruit," plied Ramana irritably.

HOW CAN WE?

The child of nature is a tree

How can we take its life?

The child of the beautiful tree is a flower

How can we take its life?

The child of a flower is the lovely fruit

We eat it for our need

The lovely fruit of the earth is ours

What have we done with the seed?

G.Sangeetha, Class VII



Not happy with the boy's attitude, Lalitha went to the kitchen to prepare supper.

"Ramana, let me taste it first and tell how it is!" said Grandma. She tasted one and persuaded the boy to taste it.

"Amma, it's tasty, very tasty, please take this one" yelled Ramana, having the half eaten fruit in one hand and a fresh one on the other. After sharing his fruit with his mother, Ramana threw the seed into the garden.

As usual Ramana returned from school the next day. He put his bag on the table and went to the garden in search of the mango seed which he had thrown the previous night.

"What are you searching for?" asked Grandma.

"Help me, Grandma, to find out the mango seed"

"Why do you need it?"

"To plant it"

"Plant it!" exclaimed Grandma.



"Yes, if you plant a mango seed now, it will yield mangoes within three or four years. My teacher told us this in the class" said Ramana; "She also talked of the importance of growing trees to save the earth"

"Here it is" said Grandma.

Ramana took the seed and washed it and told his mother to make a bed to plant the seed. His mother brought a crow-bar and grandma chose a space in the midst of the kitchen garden.

The seed bed was made ready and Ramana put the seed in carefully. His mother covered the seed with soil. He fetched water in a mug and sprinkled it on the planted seed.

It was Ramana's routine to look at the spot every morning and sprinkle water there. Ten days passed. Ramana was restless.

"Amma, when will my mango plant sprout?" asked the boy longingly.

"Don't worry dear, it will come up within a week," replied his mother. After a week, Ramana noticed a light brown stem protruding one centimetre long on the spot where he had planted the seed.

"Amma, Grandma, please come to the garden, my mango plant has sprouted," shouted Ramana with excitement. Throughout the day he was in the garden.

Days rolled on. The mango sapling grew well. It was about one meter long with four small branches. He watered the tree even during rainy days. One evening he was shocked to see a goat eating the leaves of the mango plant completely. Only the stem and the branches remained. The boy was upset. He refused to eat food. His mother and grandma consoled him.

"We will fence the garden soon" said Grandma.

"Amma, will it survive?" asked Ramana sadly.

"Yes, it will" said the mother, "New leaves will grow soon".

Ramana was eight now and the tree was four and it was some three metres long. Grandma went to the garden and stared at the tree with her spectacled eyes. She called out, "Ramana, come and look at this wonder".

Within a few seconds, the boy dashed over to see a bunch of blossoms at the end of a branch.

"Amma, come and see this" shouted Ramana. "We will get mangoes very soon". Lalitha couldn't believe her eyes. The whole family was happy to see the blossoms. A few days later, three small mangoes came up from the bunch and other flowers withered.



One Sunday morning, Ramana went to the garden and lay down on the grass beneath the tree. A deep thought arose in his mind, about the trees on the hills, valleys and forests.

"Ramana, where are you?" Grandma shouted.

She came there and sat by his side.

"There are lots of trees on Earth" said Ramana," But I feel a special bond with this tree, grandma. Why do we take so much care and love for this tree?"

"We grow it ourselves, so we care more" replied Grandma.

"Then who is there to care for all other trees on Earth?" asked Ramana.

"NATURE cares for all trees and living creatures on Earth until man disturbs them" explained Grandma.

Touching the tender leaves of the mango tree, Ramana said to himself,

"I had better not disturb nature."



A. WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER:

1. Ramana's mother says that her son is _____.
a) valuable gift b) a naughty boy c) very playful d) very studious
2. "If you plant a mango seed now, it will yield mangoes within three or four years", this is said by _____.
a) Ramana's father b) Neelambal c) Lalitha d) Ramana's teacher
3. The goat ate _____ of the mango tree
only a few leaves b) all the leaves c) the whole tree d) only the fallen leaves
4. Who watered the mango tree daily?
a) Ramana's brother b) Lalitha c) Neelambal d) Ramana
5. The whole family was happy to see _____.
a) the tree b) the mangoes c) the blossoms d) the goat

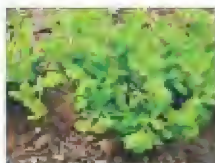
B. DISCUSS IN SMALL GROUPS: (TEACHER HAS TO INITIATE)

1. In what way do mangoes ripened with chemicals, affect our health?
2. Describe the process involved in planting a sapling, to your group.
3. Design your ideal neighbourhood.
4. What initiatives can you take, to create a green neighbourhood?

DO AND SEE GROW YOUR ECO - FAMILY:

Things you need:

1. Empty cans of various sizes.
2. Different kinds of seeds.
3. **Soil.** This may be enriched with sand and dried leaves/cow dung/any manure.
4. **Water** – not much.



- Step 1:** Fill three-fourths of all the containers with soil.
- Step 2:** Spread a handful of seeds on the soil. Cover the seeds with another layer of soil.
- Step 3:** Sprinkle some water over the newly sown seeds. Place the pots in a sunny place. Twice a day, spray water generously on the seeds.

It will take 7-14 days for the shoots to appear. After that, spray as much water needed to keep the grass moist.

Once the grass becomes really thick, keep the containers in the corner of your room to keep your eyes cool.

UNIT 3

A NOTE TO THE TEACHER

In this unit, the prose lesson '**In Quest of India's Freedom**' makes an attempt to give the students an opportunity to understand the landscape in which India's freedom was obtained, through a glance at the life of Subhash Chandra Bose. Certain important episodes in his life have been narrated to inspire and help constructive questioning.

The poem, '**Punishment in Kindergarten**' by the well known Indian poet Kamala Surayya, talks of a painful day at school when she was in Kindergarten. The poem speaks of the feelings of the child from the mindset of the adult. It would help the young adolescent to build relevant perspectives. A range of exercises have been given to help this process.

The story, '**The Selfish Giant**' given in the supplementary reader is a lovely portrait of the idyllic concept of how selfless love takes us closer to God and the closeness between Nature and small children. The story has been a universal favourite, and its evocative potential has been used to build articulation.

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the student's understanding of articles, adverbs and adjectives, with exercises to emphasize the concepts. Formal letter writing and conversation in small groups on the given topics are the linguistic skills included in this unit.

Do you know who said that?

A very great leader in America called Abraham Lincoln.

Freedom means many things. It has at its heart a love of all life. Every being on earth has the right to a life of dignity and self respect. It is this spirit of freedom that rose up in India, in response to British rule.

In preparation :

1. *Whom do you call a freedom fighter?*
2. *Name some freedom fighters known to you.*
3. *What responsibility does freedom place upon us?*

The freedom struggle in India heralded a new beginning in the life of this ancient land. It brought in the concept of a people's government to administer a country - a government not built by kings and invading rulers, but elected by citizens of a nation – a government '**of the people, by the people, for the people**'. India is today the largest secular democracy in the world. At the dawn of the 20th century, the common people were ready to overthrow the British. They wanted freedom, and were ready for any sacrifice to obtain it.



place upon	: require of
to herald	: to bring in
the dawn of	: the beginning of
secular	: independent of religion
follow in the	
footprints of	: be directed by
spell	: influence
instantaneous	: in the moment

There were many questions in their minds about how to get that freedom.

The people of this land chose the path of non-violent non-cooperation led by Gandhiji. There are many great people whose sacrifices have made it possible for us to be free today. We will read about one such person today.

The mere spell of this slogan '**Jai Hind**' – inspires everyone instantaneously and a mood of patriotism surges in every individual. Do you know who that verbal magician is? It was the mighty hero of the Indian War of Independence, Subhash Chandra Bose, or 'Netaji' as he was popularly known.

Write one thing that you know about Swami Vivekananda

Bose was born in Cuttack in Orissa on 23rd January 1897 in a very rich family. His father Janakinath Bose was a famous lawyer. When he was five, he was admitted into a big European School, where he was not taught his mother tongue, Bengali, and wore only Western clothes. At the age of twelve, he was shifted to another school, where his headmaster, Beni Madhav Das, kindled the spirit of patriotism in him. Bose started to respect and wear Indian clothing. He also started to help the poor and

surges	: rushes forward
mighty	: strong
verbal	: spoken
bond	: the state of being bound, tied up
kindled	: awakened
patriotism	: love of the motherland
profound	: deep and strong

needy. When a village was hit by small pox, Subhash led a group of volunteers, and personally looked after the sick. He did not mind that there was no cure for small pox! Bose looked upon his teacher, Beni Madhav Das as his 'guru'.

When Subhash was 15, he came under the profound influence of an outstanding spiritual leader, Swami Vivekananda, and was deeply impressed with his teachings. He understood how 'Work is Worship'. He also started practicing yoga.

His mother, Prabhavathi made her son aware of the great traditions of India. He joined the Presidency College, Calcutta, after securing the 2nd rank in his Matriculation Examinations. At the College, he was deeply upset by the rude behaviour of one of the British teachers, Professor Oten with Indian students – they were called 'stupid natives' and 'barbarians', or primitive people! The Professor believed that in this ancient land, true civilization had been brought in only by the British! Subhash decided to protest.

More than a thousand students joined him to ask for better treatment from their British teachers. At the end of three days, Professor Oten finally apologized to the

Have you seen two sides in the same person? Share!

boys. Later, as Head of the Department of Public Instruction in Bengal, Professor Oten also appreciated Subhash for his exemplary performance in the University Military Training Corps. This was the forerunner of our NCC training today! He was willing to give credit where it was due.

Subhash also organized a 'Nursing Brotherhood', to serve the poor and the sick who did not have any access to medical care. The boys looked after the patients personally, cleaning and feeding them on their own.

After his graduation at Presidency College, Calcutta, Subhash left for Cambridge in 1919 to appear for the Indian Civil Service Examination (ICS). It is the same as the IAS examination today, except that on passing the exam, he would work for the British! It was at Cambridge that Subhash realized that if India was to be equal with other nations, it had to be a free country. He secured the fourth rank in the ICS examination. But he had made up his mind to devote his life to the service of his country; he resigned from the Indian Civil service and returned to India in 1921.

On landing at Bombay, he called on Mahatma Gandhi and expressed his desire to work for freedom of India. It became clear to the Mahatma that Bose had questions about his principle of 'Non-Violence'. Meanwhile, with his brilliant academic achievements and background, Bose became the Principal of the National College, Calcutta. He was also appointed the Chief Executive Officer of the Calcutta Municipal Corporation. He made

called on	- visited
insurrection	- taking political control with violence
coined	- created
rousing	- full of energy and enthusiasm
comrades	- companions
troops	- army
patriotism	- devotion to the country
posthumously	- after death

khadi, or homespun cloth, the official dress of the Corporation. He also encouraged the production and sale of other goods made in India.



Jai Hindh

But the British wanted cloth from England to be bought and sold in India. They also wanted to control Indian trade. They made the sale of homespun cloth and other Indian products illegal. Bose was



arrested and sent to a prison in Rangoon, Burma. The conditions at the jail were horrible. There was no shelter from the sun or the rain. Bose was also upset that he had not even been given a chance to explain his point of view. A huge number of people protested his imprisonment. He was released. Bose started feeling that only an armed struggle would liberate India. He felt too that he would need military help for this difficult task. He went to the extent of seeking help from foreign countries like Japan, Italy and Germany. Bose formed the Indian National Army (INA) in 1941 in Singapore with the help of the Indian prisoners who were released by the Japanese. He inspired the troops to fight against the British to liberate their mother land. They started marching towards India. Bose said, "Every dawn is preceded by a thick darkness. The dawn is therefore close at hand. So cheer up! Hold the Indian flag aloft and fight on!" On 21st October 1943 the Azad Hind Government was set up on foreign soil. It was here that Netaji coined the rousing words of salutation to our motherland – '**Jai Hind**'.

Subhash is called 'Neta' or leader, because he was a true and passionate leader of the Indian struggle for freedom. He lived by example, and followed his convictions. Netaji was second to none for sheer patriotism and valour. The Indian Government awarded 'Bharat Ratna' to him posthumously. Let the Lion of Bengal be an inspiration to all of us!

Let us remember :

1. What did Subhash do as a school student?

2. Who did he accept as his 'guru'?

3. What did Subhash understand from reading Swami Vivekananda?

4. What did Subhash's mother teach him?

5. What did Subhash realize at Cambridge?

6. What did Subhash do, as CEO of Calcutta Municipal Corporation?

7. What did the British want?

8. "Every dawn is preceded by a thick darkness" - who said these words? Comment on this statement.

9. Why is Subhash called as 'Netaji' or leader?

LET US UNDERSTAND:

In every situation he encountered, Subhash Chandra Bose was able to find something to learn and do. **Fill in!**

No.	Who / What Subhash encountered	What he learnt / did	What you can learn
1.	<i>Change of school</i>	1.	
		2.	
2.	<i>From his mother</i>		
3.	<i>From Swami Vivekananda</i>		
4.	<i>In College</i>	1.	
		2.	

No.	Who / What Subhash encountered	What he learnt / did	What you can learn
5.	At Cambridge		
6.	As CEO	1.	
		2.	
7.	As 'Neta'	1.	
		2.	
		3.	

LET US UNDERSTAND DISCUSS AND SHARE :

What do I understand by non-violence? Why is it important to be non-violent?

How must each of us fight injustice?

GRAMMAR - LET US REVISE - ADJECTIVES:

Look at Part- A and Part-B

Part - A

Ramya is a girl.

The jasmine is a flower.

Part - B

Ramya is a **cheerful** girl.

The jasmine is a **fragrant** flower.

When you add the adjectives '**cheerful**' and '**fragrant**' to the nouns 'girl' and 'flower', the meaning of the nouns gets qualified and enhanced.

Example :

1. A **green** frog
2. A **sad** boy
3. A **lovely** pond
4. An **English** teacher



LET US DO :

Underline the adjectives in the following sentences :

Kolkata is a large city.

I am well.

Kamala is a smart girl.



Netaji was a courageous leader.

The clever girl was praised by the teacher.

LET US LEARN :

There are many kinds of adjectives

Adjectives of Quality (Descriptive Adjectives).

They answer the question: **Of What Kind?**

1. The ant is a **tiny** but **wise** creature.
2. He is an **honest** man.
3. The Taj Mahal is a **wonderful** building.



Adjectives of Quantity :

They answer the question: **How much?**

1. She ate the **whole** apple.
2. Babu ate **some** rice.
3. He showed **much** patience.
4. He spent **all** his money.



Adjectives of Number (Numeral Adjectives).

They answer the question : **How many?**

For example, how many children are present in the class?

NOTE ON NUMERAL ADJECTIVES :

Numeral Adjectives are of 3 kinds - **Definite**, **Indefinite** and **Distributive**

a. Definite Numeral Adjectives :

*They denote an **exact** number.*

1. The hand has **five** fingers.
2. We have **two** eyes to see.
3. She ate **three** bananas.
4. Sunday is the **first** day of the week.
5. Kalpana Chawla was the **first** Indian - born woman to go to space.
6. Manmohan Singh is the **fourteenth** Prime Minister of India.



b. Indefinite Numeral Adjectives :

*They do not denote an **exact** number.*

1. I have **many** pencils.
2. He is a man of **few** words. [He doesn't talk much.]
3. He needs **no** introduction. [Everyone knows him.]



Examples : all, no, many, few, some, any, several

c. Distributive Numeral Adjectives :

They refer to each one of a number.

1. **Every** man has his duties.
2. **Each** boy must take his turn.
3. **Either** cycle will do.



Demonstrative Adjectives :

They answer the question: **Which?**

1. **That** boy is industrious.
2. **This** school is famous.
3. I hate **such** things.
4. **Those** mangoes are sweet.



Interrogative Adjectives :

They question, **What, Which, Whose** to receive information

1. What time is it?
2. Which way shall we go?
3. Whose car is this?



Possessive Adjectives

They answer to the question, **Whose?**

Their relatives came here.

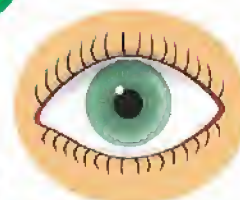
1. **His** mother loves me as her own son.
2. **Our** house is in the corner of the street.
3. **Your** aim must be high.



Emphasizing Adjectives :

The words **own** and **very** are used as Emphasizing Adjectives

1. I saw the incident with my **own** eyes.
2. Man is his **own** master.
3. This is the **very** thing I want



Proper Adjectives :

They are formed from proper nouns.

1. An **Indian** writer.
2. An **American** dollar.
3. A **German** dog



ADJECTIVES – A SUMMARY :

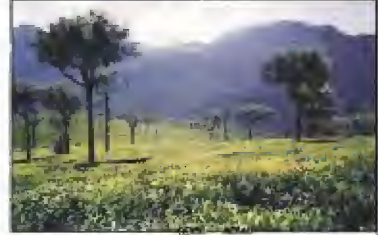
Fill in the examples I

No	Names	Types and Examples
1.	Adjectives of Quality	They answer the question: <i>Of What Kind?</i> <i>Eg :</i>
2.	Adjectives of Quantity	They answer the question: <i>How much?</i> <i>Eg:</i>
3.	Adjectives of Number	They answer the question: <i>How many?</i> <i>Eg:</i>
a.	Definite	<i>Eg:</i>
b.	Indefinite	<i>Eg:</i>
c.	Distributive	<i>Eg:</i>
4.	Demonstrative Adjectives	They answer the question: <i>Which?</i> <i>Eg:</i>
5.	Interrogative Adjectives	<i>They question, What, Which, Whose to receive information</i> <i>Eg:</i>
6.	Possessive Adjectives	<i>They answer to the question, Whose?</i> <i>Eg:</i>
7.	Emphasizing Adjectives	<i>The words own and very are used as Emphasizing Adjectives.</i> <i>Eg:</i>
8.	Proper Adjectives	They are formed from proper nouns. <i>Eg:</i>

THINK AND WRITE :

Fill in the blanks in the letter with the right adjectives from the box

glad	wonderful	breathtaking
helpful	clear	friendly
perfect	roomy	curious



15 June, 2009

Dear Priya,

I am having a _____ holiday in Ooty. The weather is _____ and the scenery is absolutely _____. I've never seen anything like this before. I have a _____ view of the mountains from my _____ quarters. The people here are very _____ and _____. I'm planning to stay on till next Friday.

Love from,

Use each of the following adjectives in a sentence

For you : Mohan is an industrious boy.

By you : lazy, big, small, rich, poor, young, new, long, short, strong, clever, kind

Have fun by joining the adjectives with the nouns



a violent storm
a fierce storm
a terrible storm
a fearful storm



	<p>good news</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
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LET US REVISE - ADVERBS:

Have a look at the following sentences in **Part A** and **Part B**.

Part - A

John walks.

Hema sings.

Madhan writes.

Part - B

John walks **fast**.

Hema sings **sweetly**.

Madhan writes **carefully**.

Can you observe the difference between the information given in **Part A** and **Part B**? You are given additional information in **Part B**.

How does John walk? **In what manner** does he walk?

The word '**fast**' adds something to the meaning of the action word '**walk**'. Hence, the word '**fast**' is an adverb, because it **modifies** the action. Similarly the words '**sweetly**' and '**carefully**' are called adverbs.

Read the following sentences :

1. Ram runs **fast**. 2. This is a **very** tasty apple. 3. Gopal reads **quite** clearly.

- In sentence 1, **fast** shows how (**in what manner**) Ram runs; that is, **fast modifies** the Verb 'runs'.
- In sentence 2, **very** shows how much (**in what degree**) the mango is tasty; that is **very modifies** the adjective 'tasty'.
- In sentence 3, **quite** shows how far (**to what extent**) Gopal reads clearly; that is, **quite modifies** the adverb *clearly*.

A word that modifies the meaning of a verb, an adjective, or another adverb is called an Adverb. The words *quickly*, *very*, and *quite* are therefore adverbs.

I. Adverbs of Time (*which show when*)

1. I got a letter two days **ago**.
2. **Tomorrow** will be a working day.
3. Wasted time **never** returns.
4. The train arrived **late**.
5. I have spoken to him **already**.



II. Adverb of Frequency (*which show how often*)

1. I have told you **twice**.
2. Kala **always** tries to do her best.
3. He **often** makes mistakes.

III. Adverbs of Place (*which show where*)

1. May I come **in**?
2. Stand **here**.
3. She looked **up**.
4. He walked **forward**.
5. It rained **everywhere** in the District.



IV. Adverbs of Manner (*which show how or in what manner*)

1. Alexander fought **bravely**.
2. The child slept **soundly**.
3. Shyla speaks English **fluently**.
4. Students work **hard**.



V. Adverbs of Degree or Quantity (*which show how much, or in what degree or to what extent*)

1. I had given **enough** money.
2. He was **too** careless.
3. He reads **pretty** well.
4. I am **rather** busy.
5. I am **so** glad.
6. He uses the given time **fully**.



VI. Adverbs of Affirmation and Negation:

(which strengthen the meaning of the verb)

1. **Surely** you are mistaken.
2. He **certainly** went.

VII. Adverbs of Reason: (*which show the 'why' or reason*)

1. Sekar, **therefore** does not talk to me.
2. **Since** it is hot, I am very tired.
3. He slept for a long time **because** of tiredness.
4. The bell rang **so** he left the school.
5. Dial 101 **in case** of fire.

VIII. Interrogative Adverbs: (*used to ask questions*)

1. **Why** are you late?
2. **How** are you?

ADVERBS – A SUMMARY :

Fill in the examples!

No	Names	Types and Examples
1.	Adverbs of Time	<i>(which show when)</i> <i>Eg:</i>
2.	Adverbs of Place	<i>(which show where)</i> <i>Eg:</i>
3.	Adverbs of Manner	<i>(which show how or in what manner)</i> <i>Eg:</i>
4.	Adverbs of Manner	<i>(which show how or in what manner)</i> <i>Eg:</i>
5.	Adverbs of Degree or Quantity	<i>(which show how much, or in what degree or to what extent)</i> <i>Eg:</i>
6.	Adverbs of Affirmation and Negation:	<i>(which strengthen the meaning of the verb)</i> <i>Eg:</i>
7.	Adverbs of Reason:	<i>(which show the 'why' or reason)</i> <i>Eg:</i>
8.	Interrogative Adverbs:	<i>(used to ask questions)</i> <i>Eg:</i>

- ➔ **before a singular countable noun when it is mentioned for the first time**

He bought a book.

- ➔ **with an expression of quantity**

a lot of time, a dozen oranges, a great deal of money

- ➔ **with certain numbers**

a hundred rupee note, a thousand times

- ➔ **before half and when half follows a whole number**

half a litre, two and a half kilos

- ➔ Such a mess! What a lovely flower

- ➔ **before a stressed 'h'**

a hotel, a hostel, a history student

Usage of 'An': Fill in your own examples!

- ➔ In front of singular noun that starts with the **Vowel sound** (the sounds of **a, e, i, o, u**; **not the letter**): an ant, an egg, an umbrella, an ink pot, an orange

- ➔ **before a mute 'h'** : an honest man, an hour

- ➔ **before individual letters spoken with a vowel sound (f, h, l, m, n, r, s, x)** :
an FIR, an HMT watch, an LIC agent, an MBA., an MP., an MLA., an NOC, an STD
call, an SMS, an X-ray room _____

Usage of 'the': Fill in your own examples!

The definite article 'the' is used before,

A particular noun - You met **the** man.

Make a sentence: _____

A noun already mentioned - **The** boy you sent is very smart

Well known books - **the** Ramayana, **the** Bible, **the** Quran

Unique nouns - **the** sun, **the** moon, **the** stars, **the** earth

News papers, Magazines - **the** Hindu, **the** New Indian Express, **the** Week

Musical instruments - **the** veena, **the** guitar, **the** violin

Make a sentence: _____

Superlatives - **the** most useful, **the** brightest

Ordinals used as adjectives - **the** first person, **the** last seat, **the** third book

Famous buildings - **the** Red Fort, **the** LIC building

Rivers, seas, group of islands, chain of mountains - **the** Cauvery, **the** Bay of Bengal, **the** Himalayas, **the** Andaman and Nicobar

Directions - **the** East, **the** West, **the** North, **the** South

Make a sentence: _____

Adjectives in the comparative degree - **The** higher the bird flies **the** more majestic it looks.

Make a sentence: _____

POEM

PUNISHMENT IN KINDERGARTEN

Are there things you remember from when you were in the Balwadi or Pre School? What kind of memories are they? What do these memories make you feel? Are all the memories pleasant? This poem is an honest and evocative expression of one of Kamala Surayya's memories of her Kindergarten. Observe carefully how she shares her thoughts and feelings.

Kindergarten: Pre school, Balwadi

Today the world is a little more my own.
No need to remember the pain
A blue-frocked woman caused, throwing
Words at me like pots and pans, to drain
That honey-coloured day of peace
"Why don't you join the others? What
A peculiar child you are!"



On the lawn, in clusters, sat my schoolmates sipping
Sugarcane, they turned and laughed;
Children are funny things, they laugh
In mirth at other's tears, I buried
My face in the sun-warmed hedge
And smelt the flowers and the pain.

Honey coloured:
golden yellow
Muffled: not
distinct

The words are muffled now, the laughing
Faces only a blur. The years have
Sped along, stopping briefly
At beloved halts and moving
Sadly on. My mind has found
An adult peace. No need to remember
That picnic day when I lay hidden
By the hedge, watching the steel-white sun
Standing lonely in the sky. - Kamala Das / Kamala Surayya



Blur : not clear.
Sped along : moved fast

Note on the poem: Notice the evocative expressions in this poem:

- ➔ Little Kamala felt that her teacher 'threw words at her like pots and pans'.
When do people throw pots and pans?
_____.
- ➔ Kamala remembers the day as honey-coloured.
What kind of day would it have been?
_____.
What feeling does Kamala associate with it?
_____.
- ➔ Kamala calls children 'funny' because '*they laugh in mirth at other's tears.*'
What does she mean? Are they really funny?
_____.
- ➔ Kamala says she smelt 'the flowers and the pain' in the sun-warmed hedge.
What feeling does she create in the reader?
_____.
- ➔ The word 'flowers' contrasts with the word 'pain'. What has she told you
about the day earlier? What spoils it for
her? _____.
- ➔ Kamala talks of the 'laughing faces' of the children being 'a blur'. Why does
she say so? _____.
- ➔ Kamala 'hides' behind the sun-drenched hedge and sees the 'steel-white sun'.
What makes her describe the sun that way? _____.

LET US REMEMBER:

- ➔ Why does Kamala Suraya say that now, the world is little more her own?
_____.
- ➔ Why is there no need now, to remember the pain?
_____.

➔ What makes her teacher call Kamala 'peculiar'?

➔ What does it make little Kamala feel?

➔ What makes the children laugh at her?

➔ What does she feel when they laugh?

LET US READ: SMALL GROUP – ANSWER AND SHARE IN CLASS.

➔ Read out the beautiful lines from the poem 'Punishment in Kindergarten'. Does this poem rhyme? Yes / No. Do poems have to rhyme to be poems? Yes / No.

➔ What makes the writing in this poem poetical? Write 3 things that you feel.



LET US UNDERSTAND: SMALL GROUP: FILL IN AND SHARE!

What happens	What little Kamala feels	What the adult Kamala thinks about it

WRITE AND SEE :

Write/paint your own memory of when you were 4 or 5. Is the memory hazy or vivid?
What do you feel about it now?

THE SELFISH GIANT

- Oscar Wilde

"Owning things is human, sharing them is divine".

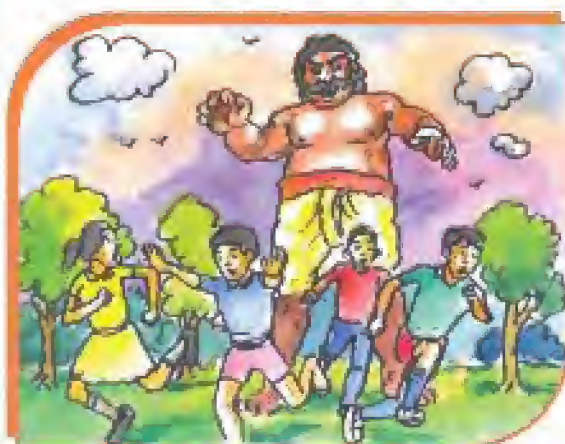
You have heard of giants in stories, haven't you? What makes someone a giant? Are they real or unreal? Do giants really *have* to be tall? They are all large and strong. Some are good, and some are bad. Oscar Wilde's story is a beautiful parable of what makes people bad, and what makes them change.



Every afternoon, the children went and played in the Giant's garden. It was a large and lovely garden with soft green grass and trees. After seven years, the Giant came back. He had been away, visiting his friend, the Cornish ogre. He saw the children playing in his garden. "How can they play in my garden?" he was wondering.

So he built a wall all around it. He was indeed a very selfish giant. Now the poor children had nowhere to play. They tried to play on the road; but the road was very dusty, and full of hard stones. They became unhappy. Then the spring came, and all over the country there were little blossoms and little birds; but in the garden of the selfish giant it was still winter.

One morning the giant was lying awake in bed when he heard some lovely music. It sounded very sweet to his ears. It was only a **linnet** singing outside the window. "I think the spring has come at last" said the giant; and he jumped out of his bed and looked out. There, he saw the most wonderful sight.



Through a little hole in the wall the children had crept in; and they were sitting in the branches of the trees. In every tree that he could see there was a little child, and the trees were so glad to have the children back again that they had covered themselves with blossoms. It was a lovely scene.

Linnet : a small brown and grey bird

But in one corner there was still winter. A little boy was standing under the tree. As he could not reach up to the branches, he was crying bitterly. And the giant's **heart melted** as he looked out. "How selfish I have been", he said. Now I know why the spring could not come here. I will put that poor little boy on the top of the tree. Then I will knock down the wall and my garden shall be the children's playground forever."

his heart melted:
it became warm



So he opened the door and crept downstairs. But when the children saw him, they were so frightened that they all ran away and the garden became winter once again. But the little boy did not run because his eyes were full of tears. He did not see the giant coming. And the giant stole up behind him and took him gently in his hands and put him up into the tree.

And at once the tree broke into blossom and the birds came and sang on it. The little boy stretched out his two arms and flung them around the giant's neck and kissed him. The other children saw that the giant was no longer wicked and came back; and with them came the spring. "It is your garden now, little children" said the giant and he took a big axe and knocked down the wall. All day long they played and in the evening they came to the giant to bid him goodbye.

The giant loved the little boy the best because he had kissed him. Every afternoon when the school was over, the children came and played in the garden. The little boy whom the giant loved was not to be seen. The giant loved all the children but longed for the little child, and often spoke of him.

Years went on, the giant grew very old and feeble. He could not play about anymore; so he sat on an arm chair and watched the children at their games and admired his garden. "I have many beautiful flowers", he said "but the children are the most beautiful flowers of all".

One winter morning he looked out of his window as he was dressing. Suddenly he rubbed his eyes in wonder and looked out again. It certainly was a marvelous sight! In the farthest corner of the garden was a tree quite covered with



lovely white blossoms. Its branches were golden and silver fruit were hanging down from them; and underneath stood the little boy whom he had loved so much. The giant ran downstairs in great joy and out into the garden, till he came near the child.

The child smiled and said to the giant, "You let me play once in your garden. Today you shall come with me to my garden, which is paradise". And when the children ran in that afternoon, they found the giant lying dead under the tree, all covered with white blossoms.

LET US REMEMBER:

Put a tick on the right option:

- ⇒ The children visited the giant's garden everyday / every week / once a month.
- ⇒ The children visited the giant's garden everyday / every week / once a month.
- ⇒ The poor children had many places / no place / a few places to play.
- ⇒ The children entered the giant's garden through a little hole in the wall / the rear gate / the main gate.
- ⇒ The giant died when he became old and feeble / was young / was middle-aged.

DISCUSS AND WRITE:

- ⇒ Why did the children like to play in the giant's garden?

- ⇒ What steps did the giant take to prevent the children from playing in his garden?

- ⇒ Why did the spring not come to the giant's garden?

- ⇒ Describe the wonderful scene which the giant saw in his garden?

- ⇒ Which incident melted the giant's heart?

➡ How did the giant make the children realize that he was no longer wicked?

➡ Why did the giant love a particular boy the most?

➡ Describe the 'marvellous' scene, which the old giant saw in his garden.

Discuss with your classmates and comment upon the following statements:

1. The little boy stretched out his two arms and flung them around the giant's neck and kissed him..... "It is your garden now, little children" said the giant. What happens to the giant here?
2. "I have many beautiful flowers", he said, "but the children are the most beautiful flowers of all". Who said these words? What made the person say it?
3. Who was the boy?

LET US WRITE:

1. After reading Oscar Wilde's 'The Selfish Giant', imagine that you are the giant. Write a letter to your friend, Cornish Ogre sharing your experience with the children who played in your garden.

Place : _____

Date : _____

Dear Ogre,

P.S.

Yours _____,

2. Have you visited a park near by your area? Write a paragraph about the pleasant experience you had there.

UNIT 4

A NOTE TO THE TEACHER

In this unit, the prose lesson '**Dreams Can Come true**' explores a young boy's passionate interest in chess and his devotion to its icon, Vishwanathan Anand. Through his dream, in which he manages to have a long conversation with his hero, Rahul bridges within himself the distance between, vision and reality. Certain important messages have been communicated through the extraordinary real life personality and story of Anand himself. There is a simple post-reading unit explaining the basic principles of chess. The passage also seeks to build upon the young reader's interest in this ancient and intelligent game.

The poem, '**Our Local Team**' by the well known Indian author Ruskin Bond is a humorous account of a county cricket match. Its light-hearted treatment of the game and its players is sure to help young people build a perspective on this popular sport.

The story, '**Greedy Govind**' is a popular folk tale, and it carries a universal appeal. As with all folk tales, it allows for a range of constructive interpretations. Many exercises have been given to help the student to internalize its simple but strong message.

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the student's understanding of subject-verb agreement and question-tags. There is a short exercise on writing a journal, and many opportunities offered for role play. Speaking contexts are given for practicing questions and statements.

PROSE

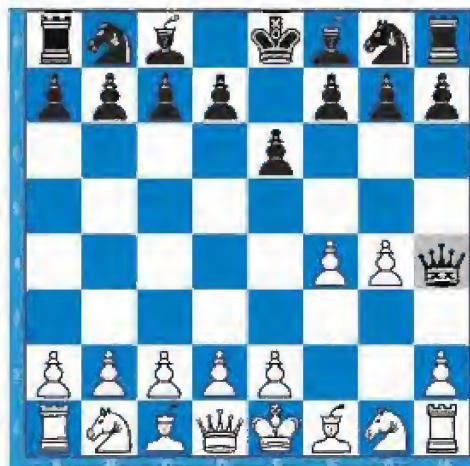
DREAMS CAN COME TRUE

Have you played chess? Try playing it! Ancient Indians from all walks of life played this game. It was used in the Army to teach war strategy, businessmen played it to learn about the market, and students played it to learn mathematics!

In Tamilnadu, everyone played many interesting games to build not only mathematical ability but shrewd thinking power and strategy. One among them is **aadu puli attam**. Another is **pallankuzhi**. There is another very interesting game called '**padaivettu**'. Ask your grandmother!

No one knows for certain where the game of chess was first played. Most people agree that the game began in ancient India, where it was called **chaturanga**. When it travelled to Persia in the 6th or 7th century, it was called, **shatranj**. The word refers to the four groups of an army: the foot soldier [the pawn], the elephant [the bishop], the chariot [from the Persian word, 'rukh' or chariot], and the horse [the knight or horseman]. The Queen in the present game was the General in the original game. The moves reflect the movement of each group.

The main end of the game, then and now, is to protect the King. 'Checkmate' comes from the Persian words **shat mat**, which mean, 'The King is dead.'



12 year old Rahul was very deeply interested in the game of chess.

Even when he had been very young, he had spent hours before a chess board, playing. Seeing this, his parents had enrolled him in a place called 'Chess Centre',

- which helped children like Rahul to improve their skills in the game. Rahul loved going there. In May, during his holidays, he had carefully followed the match between World Chess Champion **Viswanathan [Vishy] Anand** and Grandmaster **Veselin Topalov** of Bulgaria. Winning this match gave Anand his 4th World Championship title.



His coach always said that learning what made Anand humble, was more important than learning how he played the game. Anand also visited the Chess Centre when he came down to India after the game. At that time, an adoring Rahul had asked him whether he should leave school and concentrate on chess. Anand had said, "It is healthy to have a lot of interests and go to school. You don't go to school for just academics, do you? You're **smart**. You can very easily **learn to balance** both academics and chess." When Rahul asked whether he had other hobbies, Anand had said, "Of course I do. I read, I swim, and I listen to music..."

smart: intelligent
learn to balance: learn to share proportionately

Rahul liked to compare himself to his Chess Hero.

What did the coach mean?

He used to tell his mother that she was like Vishy's 'amma'. He had heard Anand say that his mother had helped him in learning the game. When the family had shifted to Philippines for a year, his mother used to take down the puzzles and games **relayed** on TV and they used to solve them together when he came back from school. "You don't copy down any puzzles, but you always encourage me, amma," Rahul would say. When she heard this, Rahul's mother would feel both sad and happy, because his teachers always felt that Rahul's parents did not demand enough from their son. Rahul did not stand 1st in class; Rahul did not excel in any field game; Rahul did not win any prize in cultural competitions. He was a little shy, and didn't talk easily to anyone. "You should cut down the time that he spends on chess," they would say.

relayed: broadcast



Khel Ratna, Chess Oscar, Arjuna Award

"National Sub- junior Chess Championship,"

1983 – Age 14

"The World Junior Chess Championship"

"Lightning Kid" – 1984 – Age 15

"International Masters' Title"

"Grandmaster" – 1988 – Age 18

"World Championship Title"

World No.1 – 2000 Also 2007, 2008 & 2010

Padma Bhushan, Padma Vibhushan, Padmashri

"He is not able to **do justice to** his studies. He has the **potential** to do better. It is not as if he excels at chess. You should encourage him to take computer classes." But Rahul's father never scolded him or stopped his chess classes. "My son loves playing chess," he would say. Rahul had put up a big poster of his 'Vishy's achievements on the wall.

do justice to: do as well as one can
potential: capacity

"I'm already 12, amma," he said. "I haven't won a single award." His mother would smile a little sadly. She used to sometimes secretly agree with his teachers.

His father never felt sad. He would ask, "Why do you want so **badly** to win awards, Rahul?"

badly: have a strong desire for

Sometimes Rahul felt his father didn't understand him. One had to be the best at the game! In fact, after his win over Topalov, Anand had said, "I was lucky that something in Topalov gave way faster than it gave way in me." His coach had called it the '**killer instinct**'. "You need it to last in a match, kids!" he said.

killer instinct – an expression used to say that the person has great focus, like animals do, when they stalk their prey

One day in July, after completing his chess training, Rahul went back home. He had not done very well in the math test – only 76 %. He had to get his paper signed by his parents. When he saw his mother, Rahul felt anxious. Of late, his mother had begun to be worried about his performance in his tests.

He had overheard her telling his father, "It is not as if we had any wealth to give him. How will he get a college seat?"

"By college seat, do you mean a seat in Engineering College?" asked his father. "Yes, of course," she said. "Why should he do Engineering, Shanti?" questioned his father. "He is a fine young fellow. There are many things he can do. He just has to **figure out** what will work for him" That day, Rahul told his mother that he was tired and added that he was going to bed early. He **cried himself to sleep** that night. As he slept, a variety of shapes and sizes of the chess coins and chess board seemed to be actively moving around him. In his dream, he saw..... Viswanathan Anand himself!

figure out: understand
cried himself to sleep: went to sleep crying

Anand smiled down at Rahul. "I feel sad when I see you cry," he said. "What do I do, Vishy?" said Rahul. [He could call him Vishy in his dream!] "Making you my hero hasn't brought me marks! You have it all! **Concentration**, memory, **logic** – and your coach says that you didn't even have to try! I try so hard..." Here, Rahul started to cry again. Anand put his arm around Rahul.

logic: reasoning
concentration: focus

"Tell me, why do you play?" he asked. "Because I love the game," said Rahul.

Would you agree with what Anand is saying?

"Then just play it," said Anand. "The most important thing is to enjoy playing chess. I don't believe you can only motivate yourself with titles or tournaments or achievements. Of course, these are goals that are necessary. They give you a direction. But the motivation comes from the game."

"Are you saying its okay?" asked Rahul, wondering. "Absolutely," said Anand. "Do you know? The number of possible chess games is far greater than the number of **electrons** in the universe! One needs to work hard – the sky is the limit !

electron: particle in a cell

"So you think I might win a tournament sometime?" asked Rahul, shyly.

What is a strategy?

"I do think so," said Anand. "See, chess is a game of **strategy**. That is why everyone played it in the olden days. It is good to study other people's strategies, but it is impossible for anyone else to tell you **exactly** what move you need to make. Not even me!

Choose **your** tournament – plan well for it, work hard, and take your chance!

strategy: plan of work or action

"What is the killer instinct, Vishy? Do you have it?" asked Rahul. It had been troubling him ever since the coach had talked about it. He didn't want to kill anyone, and he didn't think his idol would!

Anand laughed. "Don't **go by** the word, Rahul!" he said. "I think it means having great energy and great self control. I give the game my all.

But it doesn't upset my **mental balance**, my self respect, my confidence in myself, if I lose. I learn from it. The only thing to kill is **impatience**, because it makes you act without thought!"

What do **you** understand by the term, 'killer instinct'?

go by: judge by
mental balance: capacity to think rightly
impatience: inability to wait

Rahul felt that Anand thought very much like his father. But his father wasn't famous! Rahul wondered about that. Strangely, he was beginning to feel that his father loved and understood him quite well!



Anand looked at Rahul, and said, "Think about it. Love what you do." Anand vanished. The next day, Rahul took the paper to his mother. She said, "Only 76%. I'm worried, Rahul," He smiled at her. "I need to think. I need to plan. Don't worry, I'll evolve my strategy," he said softly. "*Dreams can come true.*"

LET US REMEMBER :

1. What was chess called in ancient India?

2. What was it called in Persia?

3. What did the four groups in the army that the coins represented?

4. What are those coins called today?

5. How does the game end?

6. Which match did Rahul watch in May?

7. What did Rahul's teachers feel about him?

8. In what way did Rahul feel that his mother was like Anand's mother?

9. What did Rahul's mother want him to become?

10. What did Rahul's father feel about him?

11. What did Rahul decide to do in the end?

LET US UNDERSTAND:

1. Discuss in small groups and share.

- ➡ Do you think it is a good idea to balance your interests and your academics?
- ➡ What do you understand by Anand's statements on motivation?
- ➡ Do you believe that planning and strategy are necessary for your life?
In what areas?

2. Individual Work

- ➡ What kind of a person is Rahul? What kind of a person is Rahul's 'Dream' Anand?



Rahul's Qualities	Why I think so	What I feel about it	Anand's Qualities	Why I think so	What I feel about it

LISTENING:

Read aloud the following passage in the small group..

Young Raghu was a mischievous lad. One day, unable to think of any more pranks to play, he decided he was hungry. So, when his mother was too busy to notice what he was doing, he began searching the cupboard. He was looking for the tin in which he had seen his mother put away some delicious chocolates. Just as he was opening the right tin, his father came home and caught him in the act.

'Hello, Raghu, what are you doing there? Are you helping your mother?' he asked.

'No, Dad,' answered Raghu. 'I am helping myself.'



Answer the following questions:

1. What do you understand by the word, 'pranks'?

2. What did Raghu do when his mother was busy?

3. What was Raghu searching for in the cupboard?

4. Who caught him in the act?

5. What was Raghu's answer to his father?

LET'S TALK!

Imagine that you are lost in a large town. You are looking for your aunt's house, and you haven't been there before. Your aunt has given you a few landmarks like Market Bus stop, Town Square, Kamaraj Road, 3th Cross, and Nandanchavadi. Use words like '**who**', '**how**', '**where**', '**please**' and '**what**' to ask for directions. Form your questions and responses and read them aloud to your group.

You :

_____?

Passer-by 1:

You :

_____?

Passer-by 2:

You :

_____?

Passer-by 3:

You :

_____?

Passer-by 4:

You :

_____?

Passer-by 5:

You :

_____!

TRY THIS, TOO !

- ➡ Form two groups in class and speak in favour or against the topic given below:
- ➡ To play fair is more important than to win.
- ➡ To be truly happy, you don't need to be an 'achiever'.

Questions and statements - Read the conversation below:

Tourist : How far is the railway station from here?

Kanthi : It's about two kilometres.

Tourist : Can I get a bus to the station?

Kanthi : Yes, you can. But you have to wait an hour for the next bus.

Tourist : Oh! How long will it take me to walk to the station?

Kanthi : How can I say? It depends on how fast you walk, doesn't it?

Tourist : That's true! Thank you.

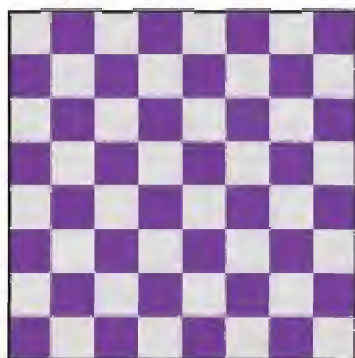
In the dialogue, the tourist uses questions to seek some information, and Kanthi uses statements to give him information. Questions and statements are the most common ways we use to ask for and supply information.

ACT AND SEE I

You want to go to play ground to play football. Your friend wants to go to a library. Develop the conversation between two of you. Where do you finally go? How do you decide? Act it out!

POST - READING - KNOWING CHESS :

Chess is an indoor game and is purely mental. It plays a vital role in improving concentration and the ability to plan.



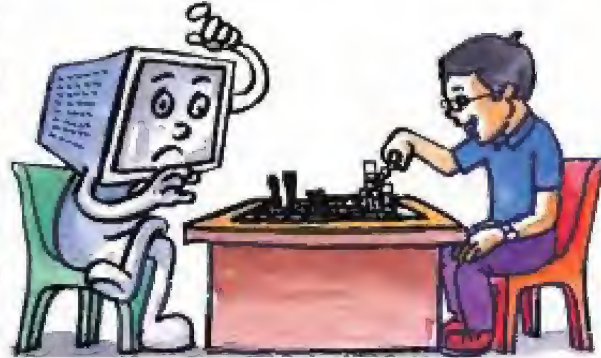
It is a two player game in which there are two sets of coins, usually in black and ivory colour. Each set contains the following coins. King, Queen, Bishop (2 per side) Horse (2 per side) Rook (one set) and eight soldiers per side [pawns].

Placing: Coins are ranged facing each other in a specific order.

Each coin has its own role: - that is,

- King** – has the ability to move in all directions but with one step ahead.
- Queen** – has the ability to move in all directions with any number of steps.
- Bishop** – has the ability to move diagonally with any number of steps.
- Knight** – has the ability to move in an 'L' shape.
- Rook** – has the ability to move in vertically and horizontally.

In this game, the main aim is to defeat the opponent's king. In order to protect one's king; the contestant moves all the pieces according to the rules. An intelligent player makes moves to trap or check the opponent king. Each and every piece is moved with that intention.



A player who defeats the opponent king is declared the winner.

Try playing chess!

Try other ancient games of Tamilnadu!

GRAMMAR - AGREEMENT OF THE VERB WITH THE SUBJECT :

[Concord]

We have already learnt that the verb agrees with its subject in number and person; as,



The bird flies.



The birds fly.



She **is** writing.



They **are** writing.



I **am** a girl.



You **are** a boy.

Now, read carefully and fill in your example.

1. Two or more singular subjects joined by 'and' usually take a verb in the plural as,

- ➔ Raman and Harry **work** hard.
- ➔ Pinky, Lilly and Sheela **go** to the same school.

Your example: _____

Note: *But if two nouns suggest only one idea, one unit or refer to the same person or thing, the verb must be singular as,*

- ➔ Slow and steady **wins** the race.
- ➔ Idli and sambar **is** a wholesome food.
- ➔ Poori and potato **is** my favourite tiffin.

Your example: _____

2. Words joined to a singular subject by 'with' or 'as well as' do not affect the number of the verb. Therefore it takes singular verb as,

- ➔ The captain, with all his men, **was** safe.
- ➔ Ashok as well as Anith **likes** mango.
- ➔ The queen bee, with her workers, **presides** over the hive.

Your example: _____



3. **When two or more subjects in the singular are joined by 'or', 'nor', 'either.....or', 'neither....nor', the verb would be invariably singular:**

- ➔ Jack or Tom **is** to blame.
- ➔ Either Leela, Mani or Rita **is** thirteen today.
- ➔ Neither Raman nor Hari **was** present.

13

Your example: _____

4. **But if one of the subjects is in the plural, the verb must be in the plural. The plural form of the verb governs the plural subject.**

- ➔ The farmer or his servants **were** always working.
- ➔ Neither Raj nor his friends **have** come.



Your example: _____

5. **When a plural noun comes between a singular subject and its verb, the verb is often wrongly made to agree with the nearest plural nouns. We should guard against such an error and say-**

- ➔ Each one of these houses **is** [not are] to let.
- ➔ The quality of the apples **was** [not were] good.



Your example: _____

6. **When the subjects joined by 'or' or 'nor' are of different persons, the verb agrees with the subject nearest to it as,**

- ➔ **Either** he **or** I **am** to blame.
- ➔ **Neither** my friend **nor** I **am** guilty.

Your example: _____



7. **Either, neither, each, every, everyone and many must be followed by a verb in the singular as,**

- ➔ Either of the two boys **has** done this.
- ➔ Each of these boys **is** intelligent.
- ➔ Everyone **was** happy.

Your example 1: _____

Your example 2: _____

Your example 3: _____

8. A collective noun [like **committee, assembly, congress, jury**] may take a singular or a plural etc. If the collection is thought of a whole, the verb is singular; if the individuals or members of the group are thought of separately, the verb is plural.

➔ The committee **has** decided this. **or** The committee **were** divided in their opinions.

➔ The jury **has** given its verdict. **or** The jury **were** divided in their verdict.

Note: 'The committee have decided this' means 'the members of the committee have decided this'.

9. Some nouns which are plural in form but singular in meanings take a singular verb as,

➔ Mathematics is a difficult subject. ➔ No news is good news.



Your example: _____

10. When a plural noun is the name of one thing it takes a singular verb as,

➔ 'The Arabian Nights' is an interesting book.

➔ The United States of America has a big army.



Your example: _____

11. When the subject of the verb is a relative pronoun, the verb must be made to agree in number and person with the antecedent of the relative as,

➔ I, who am your friend, will help you.

➔ You, who are my friend, should not blame me.



Your example: _____

TRY THIS :

In the following sentences, fill up the blanks by using the Present Tense of the verbs shown in brackets:

1. Two and two _____ [make] four.
2. Shantha with all her sisters _____ [be] here.
3. Every passenger _____ [have] a ticket.
4. Each first class ticket _____ [cost] a hundred rupees.
5. Either Samy or Bhoopalan _____ [be] on time.
6. The jury _____ [be] divided in their opinions.
7. Iron as well as copper _____ [be] found in India.

TRY THIS, TOO!

In each of the following sentences, put the verb in agreement with its subject:

1. Neither of us _____ there.
2. None of these boys _____ passed.
3. Good news _____ always welcome.
4. Mathematics _____ an intellectual subject.
5. Not one of you _____ done his work properly.
6. The quality of these apples _____ not good.
7. Neither you nor I _____ to drop this project.
8. Each of these boys _____ passed.

LET US LEARN : QUESTION TAGS

During conversation we use some statements and it is our custom to ask for confirmation as,

Example: This is a very difficult subject, **isn't it?**

The underlined part is a question tag.

➡ I **am** coming. ➡ He **has** finished. ➡ I **didn't** see them.

In the sentences mentioned above '**am**', '**has**', '**didn't**' are auxiliary verbs. They help in forming question tags. **Auxiliary verbs are helping verbs.**

Example: The boy is running, **isn't he?**

auxiliary verb [**is**] + n't + pronoun [**he**]

Try it out! _____

1. When the sentence is positive, the tag will be negative in sense. The pattern will be auxiliary verb + n't + pronoun

Example: They have not done their work, **have they?**

auxiliary verb [**have**] + pronoun [**they**]

Try it out! _____

2. When the sentence is negative, the tag will be positive in sense. The pattern will be auxiliary verb + pronoun

Example: Susi doesn't play chess, **does she?**

auxiliary verb [**does**] + pronoun [**she**]

Try it out! _____

3. When the sentence has no auxiliary verb, the tense of the principal verb is made note of and the auxiliary verb such as do, does or did is used.

Present Tense - do and does

Past Tense - did

Your example	Auxiliary Verb	Negative Form	Your example
1. is she?	1. is 2. was 3. were 4. should 5. could 6. are 7. will 8. shall 9. can 10. had 11. did 12. does 13. do 14. has 15. have	isn't wasn't weren't shouldn't couldn't aren't won't shan't can't hadn't didn't doesn't don't hasn't haven't	1. isn't she?

TRY THIS :

Supply suitable question tags for the following sentences:

1. She is driving a car, _____?
2. Rajan should be on time to school _____?
3. They weren't listening to the lesson, _____?
4. He broke the jar, _____?
5. Sheela wasn't afraid to be alone, _____?
6. I have completed my painting, _____?
7. We speak softly, _____?
8. Hari could help us in our work, _____?
9. She must not be rude, _____?
10. I can dance well, _____?

TRY THIS, TOO!


Choose the correct tag from the given box and fill in the blanks:

wasn't , hasn't, was, is, aren't, couldn't, will, can

1. Rajeev won't play in the rain, _____?
2. Sita and Uma are sisters, _____?
3. He could hear the siren, _____?
4. They were busy packing their suitcases, _____?
5. Lakshmi wasn't able to sing, _____?
6. My uncle is staying abroad, _____?
7. We can't act on stage, _____?
8. She has left home early, _____?

WRITING A JOURNAL:

A journal is a personal preparation of what you did, felt, thought or saw. It is a possessive record of any individual who maintains a diary, but it is not just a record of events. When Rahul thinks things out, and sets his priorities in life, he will probably record his experiences in a journal.



POEM

OUR LOCAL TEAM

Indian youth have become inspired by great cricketers from around the world - the game has caught on like wild fire. Children who show an interest in the game are often on the look out for support and encouragement from all quarters. Sometimes, however, some games don't work!

Here is an interesting poem showing just how one game doesn't!

Here comes our batting hero;
Salutes the crowd,
Takes guard;

And out for zero.
He's in again
To **strike a ton**;
A lovely shot-

Then out for one.
Our **demon** bowler
Runs in quick;
He's really fast,

Though hit for six.
In came their **slogger**;
He swung his bat
And missed by inches;

Our wicket keeper's getting stitches.
Where's our captain?
In the **deep**.
What's he doing?

Fast asleep.
Last man in;
He kicks a boundary with his pad.
L.B.W.! Not out?
The **ump's** his dad!



strike a ton	: to score one hundred runs
demon	: fierce, very fast
slogger	: hitter, one who hits the ball wildly
deep	: a particular fielding position in a cricket ground
L.B.W.	: leg before wicket, this is one way of getting out in cricket
ump's	: umpire is

- Ruskin Bond

LET US REMEMBER AND UNDERSTAND:

- A.** The poem describes an interesting local cricket match. Complete the details of the match in the following table. You may work with your partner.

Person	Action	What happens next
	salutes the crowd and takes guard	
Batting hero		
	bowls very fast	
The batsman of the other team		
The captain		
		not out

- B. Answer the following questions.**

1. Why does the hero of the team come in twice?

2. Why does the wicket keeper get stitches?

3. Why is the last man not given L.B.W.?

4. Why does the team look for its captain? What is a skipper's role?

5. Is the skipper of the local team playing his role effectively?

- C. Pick out the rhyming words in the poem. Which lines rhyme?**

- D.** Every poem has a style in which it is written. Notice how, in the first verse, the batting hero salutes the crowd in the second line, and is out for zero in the fourth.

What effect does it create? _____.

Can you pick out two more occasions in the poem when the same effect is created?

1. _____.

2. _____.

E. Discuss in small groups and share:

1. What kind of a poem is **Our Local Team**? Does it make you laugh? Why?
2. Provide some reasons for the skipper going for sleep.

ENACT WITH YOUR GROUP:

You may be aware that our cricket heroes, namely Kapil and Sachin are products of street cricket. County matches are quite common nowadays in India too. Have you ever seen a cricket match between two local teams, on the street, or in a small vacant plot? What have you noticed of the spirit with which these matches are being played? Are the players casual/friendly/serious/argumentative? Discuss and enact one such match played in your area.

ACTIVITY:

- ➔ Writing with a tinge of humour is a rare gift.
- ➔ Try to create another humorous poem about some other popular game.



Once there was a rich man named Govind, who lived in a big house in a coastal city. One day he wanted to buy a coconut. He went to a coconut vendor and asked him the price of a coconut.

"Seven rupees each," said the vendor. "Seven rupees?" That's too much. I'll pay you five rupees," said Govind.

"If you go a mile ahead, you'll get it there for five rupees," said the vendor.

Govind said to himself, "Money is very precious. I don't mind walking a mile to save a rupee."

So he walked a mile ahead and saw a coconut vendor. He asked him the price of a coconut. "Five rupees each," said the vendor.

"Five rupees? That's too much. I've walked all this way. You can reduce the price by a rupee at least! I'll pay you three rupees," said Govind.

"If you go a mile ahead, you'll get it there for three rupees," said the vendor.

Again Govind said to himself, "Money is very precious. I don't mind walking a mile to save a rupee."

So he walked a mile ahead and saw a coconut vendor. He asked him the price of a coconut. "Three rupees each," said the vendor.

"Three rupees? That's too much. You must be getting it straight from the tree! How much profit do you want? I'll pay you one rupee," said Govind.

"If you go a mile ahead, you will reach the beach. There you'll get it for one rupee," said the vendor.

Again Govind said to himself, "Money is very precious. I don't mind walking a mile to save a rupee."

So Govind walked a mile ahead and reached the beach. There were many coconut vendors there. Govind went to one of them and asked him the price of a coconut.

"One rupee each," said the vendor. "One rupee? That's too much. I'll pay you fifty paise," said Govind.

The vendor said, "Why don't you climb up one of these coconut trees and get one for nothing?"

"That's right," said Govind, and climbed up a coconut tree. He tightly held a coconut between two hands to pluck it from the tree. But just then his legs lost their hold of the trunk and he hung in the air. He swung in the air for some time. Then he fell down on the sandy beach. He got a coconut just for a few scratches on his body and a fracture in his leg.



Would you call Govind a sensible man?

TEST YOUR MEMORY !

How many vendors does Govind meet? _____

How many miles does he walk? _____

TRY THIS !

Fill in the blanks with the suitable words taken from the above lesson:

1. Govind wanted to buy a _____.
2. The _____ told Govind to go a mile to buy a coconut for three rupees.
3. The last but one vendor [fourth] told him that he would reach the _____.
4. Govind didn't mind walking a mile to _____ a rupee.
5. He got a coconut just for a few scratches on his _____.

TRY THIS TOO! MATCH THE FOLLOWING :

1. One day Govind	a) money is very precious
2. Govind walked a mile	b) a mile and get it for three rupees
3. Govind felt	c) wanted to buy a coconut
4. A coconut vendor told Govind to walk	d) on the sandy beach.
5. Govind fell down	e) and saw a coconut vendor.

LET US UNDERSTAND:

Answer the following:

1. What did Govind want to buy?
2. What was precious to him?
3. How far did he walk?
4. Where did he go at last?
5. For how much did he finally want to buy the coconut?
6. What happened to him?
7. What do you learn from this story?

DISCUSS AND SHARE :

in your group, write down Govind's reasons for not wanting to pay the price asked for. Discuss what this tells you about Govind.

ACT AND SEE :

In your groups, act out this story. You can change this story in any way you want.

WRITE AND SEE :

Can you think of another story like this? Write it out! You may draw your characters as well.

UNIT 5

A NOTE TO THE TEACHER

In this Unit, the prose lesson is called '**The Code of Diversity**'. The attempt has been to look at the diversity of codes and languages that exist in our world. In the landscape of this learning, a group of Class VII children interact with Class VII at the Little Flower Matriculation School for the Visually Impaired, and discover that learning a new language can open new horizons in life. The students also listen to the young singing sensation, Diwakar Sharma and feel inspired by his will and his courage. The lesson raises many questions about monocultures in the mind which may be opened up for discussion.

The poem, '**Where the Mind is without Fear**' by Rabindranath Tagore has been included as a fitting tribute in the 150th Birth Anniversary year of the great poet. The grand and the profound meet the sensitive and the vulnerable, in this beautiful poem that is full of love and aspiration for the Motherland. Activities have been given that will help the child to associate this noble aspiration with his own responsibilities as a citizen and human being.

The passage, "Yaanaai Malai", is a deeply moving and evocative passage from the book '**Multiple Facets of My Madurai**'. It is written by the gifted and inspiring writer and artist Manohar Devadoss, and is bound to touch and mould the perspective that the student has on life, nature and the human spirit. Some exercises have been given to help the student to internalize what he represents for us all.

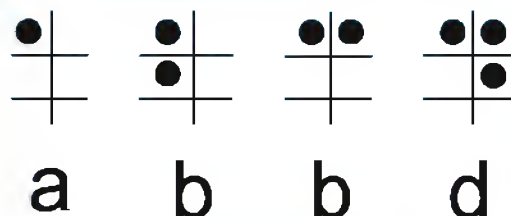
This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the student's understanding of state-of-being and action verbs, and leads the student on to transitive and Intransitive verbs. There is also a detailed revision of Sentence Patterns. Language activities include skimming and scanning exercises and an introduction to Essay Writing.

Introduction: What is a code?

A code means many things!

In society, it usually represents a collection of laws that people live by – each place has its code of conduct, or principles which everybody agrees about. It can also mean a system of signals. Have you evolved one at school with your classmates? This happens more formally in many places of work. But there are other codes, too!

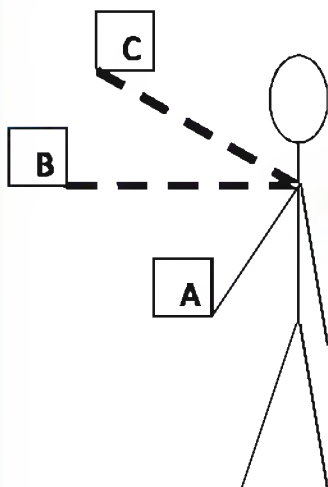


Braille

Language is a code. We communicate with each other in diverse ways.

For instance, there are systems of communication that came before the telegraph, like the Semaphore, or Morse Code. In the Semaphore, people who could see but not hear each other used their hands to signal words.

The letters 'A, B and C' for instance were Morse Code uses a complex system of dots and dashes. This code was extremely useful during the world war. It has also been used by ships that are lost at sea. The Morse code uses the short and long signal – the difference is only the length of the sound. For example, A is one short and one long signal.



LEARN IT! IT'S FUN:

Tea is

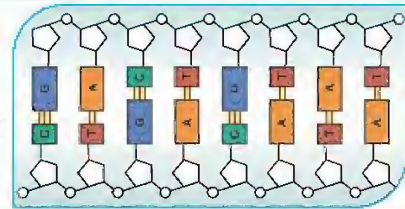
t e a

sound length

There are also *many finger signals* for people who find it difficult to hear sounds. Their whole language is a system of finger signals which can be used at an incredible speed.

In nature, there has been a range of unbelievable innovations. A code is, after all, just a representation of information. It allows the transferring and storing of

information in the way that we need it. The DNA or *the basic units of life* in our bodies are coded in groups of 4 types of molecules (A, C, G, T), and combined in sets of 3. Just imagine! *They create our whole world!* All our similarities, all our differences as life forms are created by combinations of these basic units. Isn't it amazing how creative they are?



A strand of DNA molecules

The code of the computer is in groups of 8, called bytes. The character is shifted into binary – for instance, YOU is written as:



Y - 0101 1001 O - 0100 1001 U 0101 0101

This is the language that is making it possible for you to read this textbook!

History has interesting insights to offer. Who decided in China that the Kanji, or the pictographic script, was the way to write? Why did the ancient human being leave such beautiful drawings on the walls of caves for us to know him by?

How did letters shape themselves? How did the letter **Ka** in Tamil, **'f'** shape itself? Or the letter **'C'** in Kannada? All our literature is contained in these codes!

Maybe we all speak to each other in a thousand languages and we don't know their names!

What makes it difficult for us to accept diversity - In speech, in habits, in dress, in thought, in our responses to situations? Is it that the code of our society is different from the code that we communicate by?

Read on, and discover how a group of Class VII students learnt a new language – and a new way of looking at their lives!

Class VII was really excited. They were going to interact with the students of Class VII in Little Flower Convent For the Visually Impaired. They were going to spend the afternoon there.

They were going to read a book brought out by a group called Chetana that had Braille letters on one side, and the English alphabet on the other. The story was a nice one. Both the groups of Class VII children had read it. After that, they were going to hear a young boy called Diwakar Sharma sing.

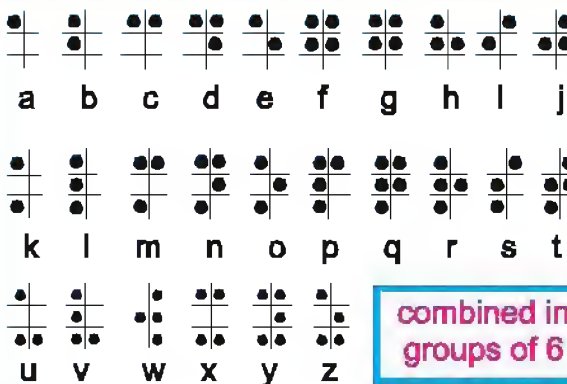
When they met, the Principal said, “Children, we all have things that we can do, and things we can’t. Today, you are going to share your knowledge with each other. The children of this school will teach you Braille, and you will read with them and describe the pictures. Then the children of this school will take you around their classrooms. After that, we will assemble in the auditorium for the music show. You may pair off now, and read the book.” The teachers helped to pair off the children of both schools. Every pair had a copy of the book to read. Each of the children was thinking, “What will it be like, to read the book?”

They started reading the book together. It was great fun. For both kids in each pair, it was as if a new world was opening up – a world of new sensations and feelings. For instance, Reena from the visiting school learnt that her fingers could actually 'feel' and understand.

“Why do I use my eyes so much?” she asked herself. Kajol of the Little Flower School felt that she could actually 'feel' a picture. 'Why did I never ask my mother this before?' she wondered. She always imagined her mother's saree to be 'yellow'. Some days, when her mother was anxious, it would feel 'grey'. On other days, when she was busy, it would feel 'blue'. It had never occurred to her that she could use her 'sense' of colours to understand the things that she read with her fingers. I can actually 'read' a magazine with pictures,” she thought. Deepak of the visiting school had another perception. “Do I ever **see** the shapes of the things I read?” he asked himself. “It is as if I don't actually see anything at all! I **never** pause!”

The children of the visiting school had a glimpse of a whole new language, and with it, another view of the life they were leading. The letters were fascinating. They learnt to write them and asked their teacher if they could get a stylus and Braille Board, so that they could write to their new friends in Braille. “Why not,” said their teacher. “We will buy some soon.” Here is what they learnt.

Write your own message in Braille!



As they walked around the school with their new friends, they had another surprise. Rashmi discovered that her friend Geetha could actually warn her even about small bumps on the path. "There is a stone in this area that is slightly sharp, she said. "Walk carefully." Rashmi was astounded! Asif also discovered something. "He discovered that his friend James could actually hear sounds and 'read' them. . For instance, a lady passed them, and James said, "Ah, Susila Miss." "How do you know?" asked Asif. "Oh, her feet make a swishing sound when she walks. It is easy to find out who people are, from the way they walk!" said James. "I can always know which person in my family is in the same room with me." Asif remembered how his mother always seemed to 'creep' in and know when he wasn't studying. "How does he figure this out?" he thought.

It was time for the Cultural show. The children were curious to know who Diwakar Sharma was.



The hall was packed. The Principal introduced Diwakar. She said, "Diwakar Sharma is a twelve year old singer. When he was one year old, Diwakar's visual impairment was confirmed. Alka Sharma, Diwakar's mother is a doctor. She gave up her practice to look after Diwakar.

His father, Sunil Sharma is an engineer. But, their only aim in life is to give Diwakar a platform to showcase his singing talent. "**Recognizing his ability**, we have **dedicated** our lives to making his dream of becoming a singer come true." says his father.

recognizing : accepting
ability : talent

It was in a televised Indian children's Interactive Reality Musical Game show that Diwakar came into public gaze. He had the world **glued** to the show. His character, strength and **talent** were unmistakable. Director of the show, Gajendra Singh said of Diwakar 'It is his positive attitude, remarkable **composure** and **confidence** that get him noticed. He proves to be an icon for children of his age.' Diwakar is articulate and **mature** far beyond his years. His sense of understanding of a **situation** or reacting to it comes from his **avid** interest in reading. Diwakar uses the Jaws Software for his studies and other interests. He is a good student at a regular school.

"I have read all the Harry Potter series and have enjoyed them all. I like reading children's classics and books on history. I take part in quiz contests and writing competitions. My knowledge and **versatility** in language comes from the fact that I read a lot." says Diwakar.

He has **performed** in the presence of APJ Abdul Kalam, then President of India, various foreign **dignitaries** and famous singers. Tushar, an ex-student of Diwakar's school, sums it all up. "Diwakar is a true **champion**, big at heart and attitude. Just watching him perform moves us all and certainly gives us hope.

He belongs to the rare breed of individuals who are gifted to inspire and lead. We have learnt through Diwakar that no matter how difficult the circumstances, there is always something positive, something to look forward to, something truly joyful and fulfilling. The human spirit that Diwakar **embodies** is what brings us together and makes us succeed.

dedicated	: devoted
glued	: stuck
talent	: a natural ability to do something well
composure	: calm manner
confidence	: firm trust
icon	: picture
mature	: behaving in a sensible way like an adult
situation	: circumstances
avid	: keen
versatility	: range of skill
performed	: entertained an audience by playing a piece of music
dignitaries	: person of high rank
stadiums	: auditoriums
champion	: person who defeated all his rivals
embodies	: represents
deterred	: discouraged
surges	: rises

Diwakar is determined not to get deterred by any challenge. He surges forward..

Ladies and Gentlemen, our school is proud to present ...Diwakar Sharmal”

Diwakar sang to thunderous applause.

Now technology has come as a boon to the Visually Impaired students and teachers. We have a separate computer lab here with JAWS software. This software (Job Access With Speech) can convert any printed material into voice. Earlier students were using CDs, Audio Cassette tapes, Audio Books, scribes, and book-readers. There is now a separate Department called the Directorate For the Differently-abled to address their requirements.

LET US REMEMBER:

A. What is a code? Give two ways in which it may be seen.

What is semaphore? _____

What is the Morse Code? _____

What is Kanji? _____

Have you tried evolving your own language? Try it!

B. 1. “He is proving to be **an icon for children** of his age.”

a. Who said these words? _____

b. Whom do the underlined words refer to? _____

c. Why do you think the person being referred to proves to be an icon for children of his age? _____

2. "Recognizing his ability, we have dedicated our lives to making his dream of becoming a singer come true."

a. Who said these words? Whom does the underlined word refer to?

b. What ability of the person are we talking about?

c. What sacrifice did the person's mother make to help him?

C. 1. Who is Diwakar Sharma? Which event has made him popular?

2. Why is Gajendra Singh full of praise for the young boy?

3. How has his interest in reading helped him?

4. What are Diwakar's other interests?

5. According to Tushar, what can we learn from Diwakar?

D. Match the words in column A with their meanings in column B.

Column A	Column B
SPIRIT	to present somebody's abilities
ICON	an opportunity to make progress
PLATFORM	way of feeling or thinking
SOLE	a small picture or a symbol
SUMS UP	one and only
SHOWCASE	summarizes

Underline the state-of- being verbs:

Ajay is the tallest in class.

These flowers are beautiful.

Be a winner, don't be a loser.

How are you today?

I am well.

Alexander was brave and fearless.

He will be in Chennai tomorrow.

I have been here since morning.

Being honest, he is successful in his life.

LET US UNDERSTAND - SMALL GROUP :

A. What personality traits of Diwakar Sharma attract you?

Choose any three that impress you.

- ⇒ **Strength of character** ⇒ **Positive attitude** ⇒ **Remarkable composure**
 ⇒ **Confidence** ⇒ **Being cheerful and smiling** ⇒ **Courage** ⇒ **Determination**
 ⇒ **Passion for music**

1. _____ 2. _____ 3. _____

B. Are there people who 'speak a different language' from you?

Are there people about whom you say, 'I can never be their friend'?

Are there people who think very differently from you?

Are there people whom you feel superior/inferior to?

Work in pairs. Fill in the spaces with words that come to your mind when you think of learning something from someone different from you.

No.	<i>My quality</i>	<i>The person's quality</i>	<i>What I can learn</i>

C. Diwakar's knowledge and versatility comes from **reading a lot of books.**

- Do you agree with this statement? YES / NO. Why? _____
- Do you read books? If so, what kind of books do you read?

D. Do you believe that reading is a good habit? Discuss this in class. Make a list of at least three reasons as to why we should read. Read the following lines.

- ⇒ The more you read, the more you know,
 ⇒ The more you know, the smarter you grow,
 ⇒ The smarter you grow, the stronger your voice,
 ⇒ In speaking your mind or making your choice.

1.
2.
3.

GRAMMAR : STATE-OF-BEING VERBS

What are state-of-being verbs?

State-of-being verbs do not show action; they simply say something about the subject. State-of-being verbs are often called *linking verbs* because they link the subject of the sentence with information about it.

There are eight state-of-being verbs:

Example:

⇒ The teacher **is** tall.

In this sentence, *is* links *the teacher* to

information about her-the fact that she is tall. That is her state-of-being.

Give your example. _____

State-of-Being Verbs		
is	am	are
was	were	
be	being	been

ACTION VERBS :

An **Action verb** indicates the **action of a person or a thing**. The action can be visible or mental.

Some action verbs show visible action.

Examples:

⇒ Raman plays football.

⇒ The cat drank the milk.

⇒ Nancy talked to her friends.

ACTION VERBS	
Visible Actions	Mental Actions
entertain	feel
jump	imagine
announce	love
throw	dislike

The verbs *play*, *drink* and *talk* indicate **visible** actions. These actions can be **seen**. Some verbs indicate *mental actions*. These actions **cannot** be seen or heard directly. They are thinking activities, but they are still actions.

Examples:

⇒ The students understand the assignment.

⇒ Everyone believes you.

The verbs **understand** and **believe** express mental actions. The chart above shows the two types of action verbs.

* **Strong, specific action verbs make your speech and writing interesting. They help you communicate clearly.**

EXERCISE :

1. Draw a line under each verb. Write **A** in the blank if the verb is an **action verb**.
Write **B** in the blank if the verb is a **state-of-being verb**.

- a) ____ We are all here now.
b) ____ I read bedtime stories every day.
c) ____ She is watering the plants.
d) ____ I have been in the Indian Army since 1998.
e) ____ The weather being rough, we remained at home.

2. **Remember and Recall.** Write all the state-of-being verbs from your memory.
-

LET US REVISE - TRANSITIVE AND INTRANSITIVE VERBS :

Look at these sentences.

- ➡ I saw a film. ➡ She is arranging the flowers. ➡ The dog bit a boy.

The words **a film**, **the flowers** and **a boy** are the '**objects**' of the verbs saw, is arranging, and bit.

A verb which takes an object is called a transitive verb.

Now look at these sentences.

- ➡ The child *is sleeping*. ➡ She *sat down*. ➡ He *sneezed*.

The verbs *is sleeping*, *sneezed* and *sat down* do not have objects.

A verb which does not take an object is called an intransitive verb.

Several verbs can be used as both transitive and intransitive.



Transitive	Intransitive
Latha started the quarrel.	The meeting started on time.
I opened the door.	The library opens at 10 a.m.
The government increased the price of petrol.	The water level steadily increased.
They broke the window panes.	The pencil broke into two.

EXERCISE :

Underline the verb and decide whether it is transitive or intransitive.

Q1: The cat slid quietly under the deck.

➡ Transitive ➡ Intransitive

Q 2: I slept.

➡ Transitive ➡ Intransitive

Q 3: The shelf holds three books and a vase of flowers.

➡ Transitive ➡ Intransitive

Q 4: The cat chased the mouse.

➡ Transitive ➡ Intransitive

Q 5: The rabbit hopped quickly back to his hole.

➡ Transitive ➡ Intransitive

Q 6: I took the bus

➡ Transitive ➡ Intransitive

State whether the verbs in the following sentences are transitive or intransitive.

Name the object of each transitive verb.

➡ Who broke the window ? _____

➡ The child has fallen asleep. _____

➡ I saw the accident with my own eyes. _____

➡ She did not admit her fault. _____

SENTENCE PATTERN :

★ A group of words which makes complete sense is called a sentence. A sentence has five components.

Example: Little Jack sat in a corner.

1. **Subject** 2. **Verb** 3. **Object** 4. **Complement** 5. **Adjunct**

Subject

Verb

Transitive Verb

Intransitive Verb.

Object

Direct Object

Indirect Object

Complement

Subject Complement

Object Complement

Adjunct(Adverb)

Answers to Why?, How?, Where? When?.

There are basically five sentence patterns:

1. **SV** (Subject + Verb)
2. **SVO** (Subject + Verb + Object)
3. **SV IO DO** (Subject + Verb + Indirect Object + Direct Object)
4. **SVC** (Subject + Verb + Complement)
5. **SVOC** (Subject + Verb + Object + Complement)

Example:

1. Subject + Verb

- a. Birds fly.
- b. The crowd laughed.

Your example _____

2. Subject + Verb + Object

- a. Ronaldo scored three goals.
- b. The collector inspected the building.

Your example _____

3. Subject + Verb + Indirect Object + Direct Object

- a. My father gave me a watch.
- b. They presented him a bouquet.

Your example _____

4. Subject + Verb + Object + Complement

- a. They elected her the class leader.
- b. He painted the car blue.

Your example _____

Adjunct (A) can be added to the 5 basic patterns:

- | | |
|-------------------|--|
| SVA | We meet <u>every Friday</u> . |
| SVOA | The crowd cheered him <u>lustily</u> . |
| SV IO DO A | My uncle presented me a watch <u>on my birthday</u> . |
| SVCA | He is a professor <u>with a lot of experience</u> . |
| SVOCA | The committee appointed him the Chairperson <u>on Monday</u> . |

Identify the sentence pattern in the following sentences:

1. Birds fly in the sky. _____
2. They painted the car red. _____
3. He gave me a pen. _____
4. We shall meet tomorrow. _____
5. The collector inspected the town. _____
6. They borrowed money from the bank. _____
7. The teacher read a story today. _____

Functional Enrichment Activities

1. Listening:

Teacher reads out a paragraph and guides the students to form the topical sentence.

2. Speaking:

Recite the poem "Where the Mind is Without Fear" in groups or individually with correct intonation and stress.

i. **Describe** an average day in your life.

ii. **Debate** on topics like:

★ Have we got the real freedom dreamt by our noble leaders?

★ "India – Free or Enslaved"? Though we live in a free country, we are not still free in true sense of the word. We are shackled and fettered with selfish needs and social evils.

3. Reading

Present news to your class from a newspaper

1. Regional
2. National
3. International
4. Weather
5. Sports.

Skim through a newspaper, read the headlines and identify the fields related to them.

Scan through the passages for specific information.

LET US SCAN :

Once a young journalist asked Edison about why he was trying to make the electric bulb when he failed so many times. To this Edison replied, "Young man, don't you realize that each time I tried, I learnt something? He tried out countless types of material in his search for a filament that would work. On October 21, 1879, after thirteen months of repeated failure, Edison finally succeeded in lighting the electric bulb. It has been reported that Edison had failed more than 17000 times before perfecting the first electric bulb. Scan the passage and pick out the important facts and ideas and write them down in this box.

- 1.
- 2.
- 3.
- 4.
- 5.

4. Writing:

Essay-writing is a written composition that expresses one's **thoughts** and **ideas**, and/or **opinions** and **feelings** on some topic.

The parts of an essay consist of an **introduction** followed by **supporting paragraphs** that lead to **the conclusion** that summarises the topic. **TRY IT!**

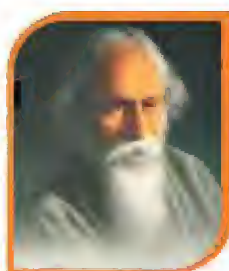
Imagine yourself a tree and narrate your experiences in real life situations.

ESSAY

POEM

* WHERE THE MIND IS WITHOUT FEAR

Rabindranath Tagore prays for a world without fear — one world held together by freedom. Tagore's poem overflows with a deep sense of patriotism and the power in every Indian to create that freedom which he should enjoy.



"Man is born free but is everywhere in chains." Jean Jacques Rousseau

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into **fragments**
By narrow **domestic** walls
Where words come out from the depth of truth
Where **tireless striving** stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake

- Rabindranath Tagore

fragments- broken pieces.
domestic- country's internal affairs.
tireless- putting a lot of hard work and energy into something over a long period of time.
striving- working hard.
dreary- dull.
awake- wake up

As we remember Tagore on his 150th birth anniversary, we recall his contribution towards Indian writing in English. A Bengali poet, novelist and educator, he won the Nobel Prize for Literature in 1913 which was followed by a series of titles and awards during his career.

In this poem, the poet dreams of a world where everyone is truly free.

Pick out the lines that mean the following and write below.

1. fearlessness and dignity _____
2. freedom of information _____
3. equality and harmony _____
4. truthfulness _____
5. striving for excellence _____

LET US UNDERSTAND :

1. What is the poem about?

2. What do you understand by the phrase, '*dead habit*'.

3. What according to the poet will lead us to perfection?

4. What does the poet mean by 'ever-widening thought and action'?

5. When will our country be considered a heaven?

6. Do you like this poem? Why?

**What are your wishes
for your country?**



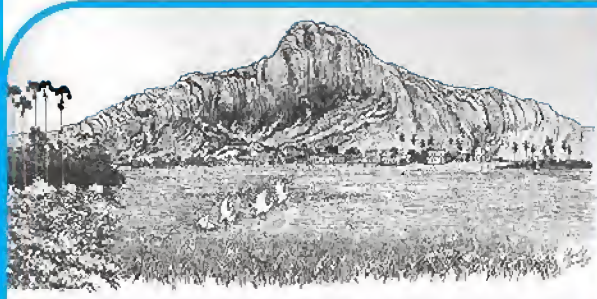
Now write down what each of these dreams demands of you.

No.	My Dream	My Responsibility	No.	My Dream	My Responsibility

YAANAI MALAI

From THE MULTIPLE FACETS OF MY MADURAI

By Manohar Devadoss



Sometimes, landscapes can speak to us. But they only talk if we are willing to listen to them.

Manohar Devadoss loves his hometown Madurai. A scientist by profession, the writer has produced some exquisite pen sketches of Madurai and its surroundings. One of his sketches of Yaanai Malai has been reproduced here for you. But what makes him extraordinary is not his versatility. It is his indomitable spirit.

For more than thirty years, Manohar Devadoss has had Retinitis Pigmentosa, an eye disorder that slowly but surely reduces vision. His wife Mahema, an immensely courageous person in her own right, was paralyzed below the shoulders, following a road accident 36 years ago. The love that they could bring to each other in the face of great tragedy has been a source of inspiration to all who have known them. Read, and discover it!

complex: constructed buildings

The city of Madurai has been in existence for at least 2400 years. Throughout its history the city has nurtured Tamil literature. Over the centuries, Madurai has become famous for its temple **complex**. Rich in traditions, this ancient temple town has acquired its very own mythologies, evolving its own customs and festivals.

A dominant landmark of the north-eastern outskirts of Madurai is Yaanai Malai, a solid rocky hill. When seen or approached from Madurai, this hill has a rather striking resemblance to a seated elephant - hence the name Yaanai Malai (Elephant Hill). Dotted with starkly beautiful palmyra trees, this part of rural Madurai had a character all its own.

The paddy fields here were nourished by monsoon rains, **supplemented by** water from large wells called Yettrams, which have all but vanished from the rural scene today. Yettrams were extensively used during my boyhood to draw water from these large, square, irrigation wells. A yettram well had long casuarina poles tied together with a rope, a large bucket made of leather at one end and a **counterpoise** at the other, enabling a man to single-handedly draw large volumes of water.

On a cool moon in October, in the early 1950s, a school friend and I, on an **impulse**, decided to take a **cross-country trek** to Yaanai Malai, climb up the hill and stand on its head to look at Madurai and the surrounding country. At one stage the hill seemed close enough but as we walked on it seemed to move further away. Suddenly an **idyllic** rural scene presented itself. We saw watery fields being ploughed. There was a large, square yettram well from which a wiry old man was drawing water. Yaanai Malai was an imposing and silent backdrop.

supplemented by: added to
counterpoise: balancing weight
Impulse: sudden idea
cross-country trek: walking across the country
Idyllic: peaceful

Monsoon clouds began to gather, darkening the upper sky and softening the light falling on the **austere** scene. The landscape was **placid** but the sky was in **turmoil**. And yet, there was perfect harmony between land and sky. The sky became darker and light played games on the hill. A large drop of water hit my head. Almost immediately, a heavy downpour tore open the sky and the hill instantly disappeared behind curtains of water. As we walked back to Madurai thoroughly drenched, my friend complained with chattering teeth that the rain had ruined our plan.

I thought that what we had witnessed moments earlier was a rare visual gift and that we could always climb Yaanai Malai some other day. But my destiny decreed that, in this life, I was not to climb up this hill to enjoy viewing Madurai and its **enveloping** beauty. However, many years later - in October 1986 – I was to capture in ink on paper, the magic of the moment, of that distant afternoon, before lashing rains obliterated the serene landscape.

austere: simple and refined
placid: quiet
turmoil: stormy
enveloping: surrounding

During my adolescence, Yaanai Malai inspired in me a sense of mystique. Though I gave a **premium to rationalism** then, I had **premium to rationalism: giving value to reason** difficulty thinking of Yaanai Malai as a non-living, huge chunk of stone.

To me the hill seemed like a silent witness to all that was happening in Madurai, through its history. To this day, I dream of this hill in ways that relate to visual pleasure. In 2001, at a time when my vision - due to an incurable visual **syndrome**, Retinitis pigmentosa - had declined to a level when I was hardly able **syndrome: disease** to see any details of a distant landscape, I dreamt that my wife, Mahema - who became paralysed below her shoulders, following a road accident in 1972 - was in her wheelchair and that I stood by her side on top of Yaanai Malai. In this vivid dream, I showed her some of the important landmarks of Madurai, the tower of the large Vandiyoor temple tank, the cupolas of the historic palace called the mahal, the great gateway towers of the temple and many hills far and near. I told Mahema in my dream that had Thirumalai Nayak the ruler who had built the mahal three-and-a-half centuries earlier, climbed up the hill then, he would have had a view not vastly different from the one we were looking at.

The monolith, Yaanai Malai looks like an elephant only when it is viewed from the southwest. Happily, Madurai sits to the southwest of Yaanai Malai. What appears from Madurai to have a pyramidal shape is in actuality a very elongated hill. The Melur road from Madurai runs many miles parallel to the southeastern slope of the hill. When viewed from here, the hill has a different yet dominant appeal, as one can see from this drawing of the hill that I completed in June 2002 and have pleasure in presenting below. The broad band of paddy fields ends not far from the hill and then the **monolith** rises **abruptly** and steeply like a mighty **monolith: stone structure** fortress. The pale brown hue of the hill is enriched by **abruptly: suddenly** **discrete** downward streaks of rust-red stains. **discrete: separate**

During the cool winter months, before the emerald of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white **egrets** alight here to feast upon the **egret: water bird** tiny, silvery fish that stray into the shallow **flapping: moving up and down** **ballerina: western classical dancer** **palmyra: palm tree**

waters of the fields. The egrets slow, **flapping** take-off and the gentle swoop of soft-landing-as they hop from one part of the field to another – are as graceful as the movements of **ballerinas**.

The borders of the paddy fields are often lined with rows of **palmyra** trees. Small bushes grow wild at the foot of the trees. During the winter season, these plants burst into thousands of yellow flames of flowers.



1. In which direction from Madurai is Yaanaimalai situated?

2. Why is the hill called Yaanaimalai?

LET US REMEMBER :

1. The other name for Yaanai Malai is _____
a) Yalli Hill b) Elephant Hill c) Tiger Hill d) Elephant cave
2. A *yettram* is made up of _____
a) long casuarina poles b) a rope c) a large bucket d) all these three
3. The author dreamt of visiting with his wife _____
a) Elephant Hills b) Nilgiri Hills c) Yercaud Hills d) Anamalai Hills
4. The author was affected by _____
a) paralysis b) influenza c) pneumonia d) retinitis pigmentosa

WRITE AND SEE:

Write a paragraph of ten lines about any place that is precious and valuable to you. Plan it well!

OBSERVE AND LEARN: WORK IN PAIRS / SMALL GROUP

Read aloud the last two paragraphs of the passage.

During the cool winter months, before the emerald of the paddy fields slowly turns into a wealth of gold, small flocks of lily-white **egrets** alight here to feast upon the tiny, silvery fish that stray into the shallow waters of the fields. The egrets slow,

flapping take-off and the gentle swoop of soft-landing-as they hop from one part of the field to another – are as graceful as the movements of **ballerinas**.

⇒ Notice the language used. What makes it beautiful? Give your views.

⇒ How does the writer describe the colour of the paddy fields?

⇒ They are emerald [green] in colour – he compares this green to a precious stone .

⇒ They change into 'a wealth of gold' – bright yellow – and are as precious to him as gold.

⇒ How does the writer describe the colour and movement of the egrets? Fill in.

READ THIS PASSAGE:

The borders of the paddy fields are often lined with rows of palmyra trees. Small bushes grow wild at the foot of the trees. During the winter season, these plants burst into thousands of yellow flames of flowers.

In this passage, there is another comparison – can you draw the picture he vokes?



FUNCTIONAL ENRICHMENT ACTIVITY:

Find out about the various types of irrigation facilities used in Tamilnadu, analyze which of them is the most eco friendly and efficient. Here is a suggested frame.

Conditions	Eri	Bore/Well	Yettram	River	Canal	Rainfed
Availability of Water						
Time available						
Nature of use						

POST READING - READ, AND BE INSPIRED !

THE NIGHT IS THE BEGINNING OF A NEW DAY

I had normal vision while I was doing II year M.B.B.S. at the prestigious CMC, Vellore. One day, just before class, I felt some irritation in my eyes and wiped it off. After some time on that fatal day, I felt I was gradually losing my vision. I tried my level best to look at the Professor. It felt as if I was seeing her through dusty glass. While my eyes were wandering in search of the right vision, the Professor yelled at me, asking "Rose, are you dreaming in the class?"

I approached all the *experts in Ophthalmology* [eye specialists] but to my disappointment, they told me that nothing could be done to restore the vision, as it was a case of 'Retinitis Pigmentosa'.

Should I call it the end of vision or the birth? My awakening to a new chapter in my life, with pitch darkness all around me? The Almighty had certainly closed one door - but He opened many others.

Discontinuing my studies at the Medical College, I enrolled for my B.A. in Political Science at the Madras Christian College, Tambaram, Chennai. The sylvan campus showered immense support and empathy on me. For my Masters and M.Phil. Degrees in Political Science, I moved to the well-known Jawaharlal Nehru University [JNU], New Delhi and there too, people became good friends. I have now taken up teaching at the meritorious Presidency College, Chennai. I offer coaching for the doctors aspiring for the I.A.S., and am finishing my Ph.D!

Prof. Rose,
Asst. Professor of Political Science,
Presidency College, Chennai-5

UNIT 6

A NOTE TO THE TEACHER

In this unit, the prose lesson '**Creating the Space to be Human**', a class quarrel paves the way for understanding that in life, it may not matter who wins or loses an argument – it matters if in our society, there is space to be human. This has entirely been possible due to the dynamic and inspired life that Dr.Kiran Bedi has led. The emphasis is on internalizing the messages that her life and activities may communicate. Primary among them are the powerful focus on truth as the basis of all goodness. In the class situation explored in the story, there is a discussion on what law and order may mean. An incidental lead might be the work that Dr. Bedi has done around abuse prevention and sensitization to the risks involved.

The poem, '**Keep Your Spirits High**' focuses on the reality of human suffering and confusion, and the scope that is there within us to intelligently address the puzzles and perplexities of life. There are exercises that may help the student in this process. There is a simple but profound Pre reading poem from Israel which children will love and learn from.

The story, '**George Washington Carver and Peanuts**' is the deeply moving and powerful real life story of a slave boy in Missouri who became an iconic figure for many people all over the world – Dr. George Washington Carver. The stark and sharply divided backdrop of his life initiates comparisons between his society and ours, and what is possible to do, when life deals unequal cards. Many exercises have been given to help the student to internalize what he represents for us all.

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. There is much scope for functional enrichment in the language.

The grammar section extends the student's understanding of vocabulary and syllabification. There is a detailed exploration of various punctuation marks.

We have a lot of opportunities to serve the nation. Perhaps the greatest service one can offer is the willingness to cooperate and work together. Shall we have a glance at the biography of the first woman Police Officer?

In Preparation:

- ⇒ What is law and order? ⇒ How do you look at police officers?
- ⇒ In what way can you help the police?



The children of class VII were waiting for the teacher. It was "Mothers Day". Each of the children had made a card for their mothers in Art Class, and they wanted to show the cards to their English teacher. They were also anxious. There had been a quarrel between Selvam and Radha. Selvam had called Radha 'Fatty'. Other friends of Selvam had joined him in teasing her. This was not the first time or the first person that Selvam and his friends had teased. But this was the first time that anyone had spoken back. Radha was **very** angry. In fact, she had told him that he had a face like a monkey. He had threatened to get even with her. Radha's classmates told her that she had been foolish in reacting to Selvam and his friends.

"You know his nature. Why did you react? Now you are also like him," said Shruti. She was the most popular girl in class.

The atmosphere was tense, as the teacher entered the room. Now read on...

Teacher : [looking at the various cards] Your cards show that you have great love and respect for your mothers. I agree! Mothers are special, aren't they?

Selvam : How about the father, the head of the family?

Teacher : Yes, of course. Fathers are special, too. Your father is as responsible as your mother, for looking after you, and running the home. In different ways everyone in a family is the head of a home.

Selvam : Well, my father takes all the decisions in the house. He says that is the traditional way. **And** my mother agrees.

Teacher : It might have been so. But times are changing; and with it, we all must change.

Inian : I agree, Madam. My mother says that most men are unwilling to give women an equal chance.

Shruti : I think everyone has to adjust. There has to be give and take.

Radha : That may be nice as an idea. In reality that doesn't happen.

Jamal : Why should it? In society if there has to be peace, people must accept their roles. Men and women can't be equal.

Selvam : Both in us and around us, I do not see any change from the past.

Radha : If you have eyes to see, you can; if you have ears to hear, you can.

Teacher : Why are speaking so angrily, Radha?

There was a silence. As the teacher gently probed, the students shared what had happened.

Teacher : It is interesting that you are sharing this today, when I was going to talk about one of the greatest women in the history of the Indian police force – Kiran Bedi. Selvam, you know, don't you, that what you and your friends have been doing with your classmate is not right?

Selvam : But she *is* fat!

Radha : And his face *does* look like a monkey's!

Selvam : [getting angry] Watch what you say! You can never win in a fight with me.

Teacher : Calm down, both of you. Selvam, you started it. You have no right to pass an undignified comment or put down anyone else.

Shruti : But what Radha said was also not right, Madam.

Teacher : It isn't only about whether what people do is right or wrong. It is whether they create the space to be human.

Radha : How do you say so Madam? Sometimes there is no option but to fight!

Teacher : Yes Radha. But do see and take heart - the presence of women is everywhere today, in all walks of life; they are excelling in all fields. Let us consider Kiran Bedi for a moment. Kiran Bedi was born on 9th June in Amritsar, Punjab, India. What do you know about her?

DO YOU SEE ANY CHANGES?

What changes do you see?

THEN

NOW



Inian : Madam. I read one article about Kiran Bedi – The Super Cop. She is not only India's first woman Police Officer – she has a softer side to her as well – she has a family and a daughter called Saina.

Teacher : [smiling] Are you saying no Policeman can be soft?

Jamal : Madam, Why do we call her a Super Cop?

Teacher : It is as Inspector General of Prisons, Delhi that Kiran is best remembered. She created the space for **hardened** criminals to become human again. Her work with the prisoners of Tihar Jail, one of the toughest places for any police officer, will go down in Indian History as a **hallmark** of what a simple, dedicated, caring police officer can do. So Kiran is called the Super cop. She is known for her humane attitude, **indomitable** will and fearless spirit.

Radha : But Madam, did Kiran never react to injustice?

Teacher : Of course she did! That is what made her the police officer that she was! See, my dear, when you meet injustice, you can either retaliate, or respond intelligently. Shruti, keeping quiet in the face of injustice is not intelligence.

Mary : I read in a news magazine that she had initiated several decisions particularly in the areas of narcotics control, traffic management and VIP security. Madam, I always wonder - being a lady IPS Officer of India, did she not find it hard to tackle law and order?

Teacher : What is law and order?

Here are some of the responses that the class gave:

Law and order is

➡ when people make rules and keep them, What do you feel?

Do you know?

In a poll conducted by The Week in 2007, Kiran Bedi was voted as the most admired woman in India!



cop- police
hardened- tough
hallmark - symbol
indomitable- strong

What is law and order?
Share your views.

➡ when it matters what happens to another human being,
What do you feel? _____

➡ when we care to live and let live, What do you feel?

➡ when there's no need to put down other people to feel a winner
What do you feel? _____

➡ when we don't have to cheat when no one's looking
What do you feel? _____

Teacher : Kiran Bedi worked by example. She believed in cooperating with people, and she found that people co-operated with her! Kiran worked harder and longer than the people around her. She didn't demand what she could not practice. Also, time management was her greatest asset as a child.

Radha : Okay, there is one Kiran Bedi. Are there any other women, Madam?
Teacher: You tell me!

Selvam : Kalpana Chawla!

Jamal : Sunita Williams!

Mary : Jhansi ki Rani!

Shruti : Ela Bhat – my mother says she has done a great deal for women's self help groups.

Inian : Isn't she the woman who started SEWA in Gujarat?

Teacher : Yes! We come across many women leaders in all walks of life; for example the first citizen of our country is a woman.

Radha : I am also happy about the Women's Reservation Bill in India.

Selvam : Did Kiran win any awards and laurels for her outstanding career?

Teacher : She won many awards like the Ramon Magsaysay Award in 1994. Asia Region Award for Drug Prevention and Control and the Jawaharlal Nehru Fellowship for her work in Tihar Jail.

Selvam : It must have required so much energy. How was it at all possible for her?

Teacher : She says that she devotes one-and-a-half hours everyday for physical exercises.

Thillaiyadi Valliyammai

A veteran Tamil freedom fighter, who fought for Indian Independence with Periyar, and supported Mahatma Gandhi.

Radha : I hear that she had voluntarily retired from the Police force. What is the reason?

Teacher : After her retirement on 27th November 2007, she had taken on new challenges in life; she has also founded two Non-Governmental Organizations (NGOs) in India . One is called **Navjyoti** for Preventive Policing in 1987 and the other is the **India Vision Foundation** for prison reformation, drug abuse prevention and child welfare in 1994.

Radha : Where can I know more about Kiran Bedi?

Teacher : Good question. She has launched a new website www.saferindia.com, You could also read her autobiography, 'I Dare. It's Always Possible'.

In recognition of Ms. Bedi's service at the Tihar Jail, a poem has been written:

She took away the bars,
Let them see the stars,
Taught them how to live-
How of their best to give;
Made them feel their worth,
Gave them back the earth,
All else besides this pales
As hope fills our Indian jails.

Radha : I just love the title!

Inian : Who inspired her?

Teacher : I think her spirit of nationalism inspired her. Our freedom fighters Pt.Jawaharlal Nehru, Mahatma Gandhi, Subash Chandra Bose and Lala Lajpat Rai inspired her.

Radha : What is national spirit?

Teacher : Well, Radha, like a soldier protects citizens at the border, a policeman protects them within the border. She joined the police service to protect and serve the poor and needy. Not to put down injustice, but to redeem it - to create the space for the human. The power, the glamour, the uniform and status had no meaning for her.

Radha : Friends are supposed to stand by you- in good times and bad. This happens so rarely! How did she select her friends?

Teacher : Well, she felt truthfulness can bring everything into one's life. In her own words, 'Honesty and truth are inter related. Honesty is basically an expression of truth. There is no substitute for truth. Truth alone brings conviction.'

POST READING: TIHAR WONDER

What Kiran did at Tihar jail – No more Whips!

Called the 'Love Offensive', Kiran's initiatives in Tihar Jail have made history. Here are a few of her initiatives:

Today, prisoners of Tihar jail can celebrate any religious festival, perform Raksha Bandhan, learn Yoga, do Vipassana [a kind of meditation], enroll for a Degree, undergo Vocational training or do a Computer Course, surf the Net or write an e mail, participate in a Lok Adalat [Court of Enquiry], help govern the prison, do Group Singing, participate in cultural events or act in a play. They can also use the fast track to complain about anything, by using the Mobile Complaint Box, that travels straight to the top without pause. To think that one woman initiated all this! Kiran Bedi has revised the Prison Manual, and initiated a new Prison Act.

LET US REMEMBER :

Answer the following questions:

1. Who was the first woman Police Officer of India?

2. When and where was she born?

3. For what is Kiran Bedi best remembered?

4. What qualities is she known for?

5. As Inspector, what decisions has Kiran Bedi initiated?

6. How did Kiran Bedi work to tackle law and order?

7. What are the two Non – Governmental Organizations founded by Kiran Bedi?

8. What is the name of Kiran Bedi's autobiography?

9. Which one quality did she feel would bring everything into one's life?

10. Name one award received by her.

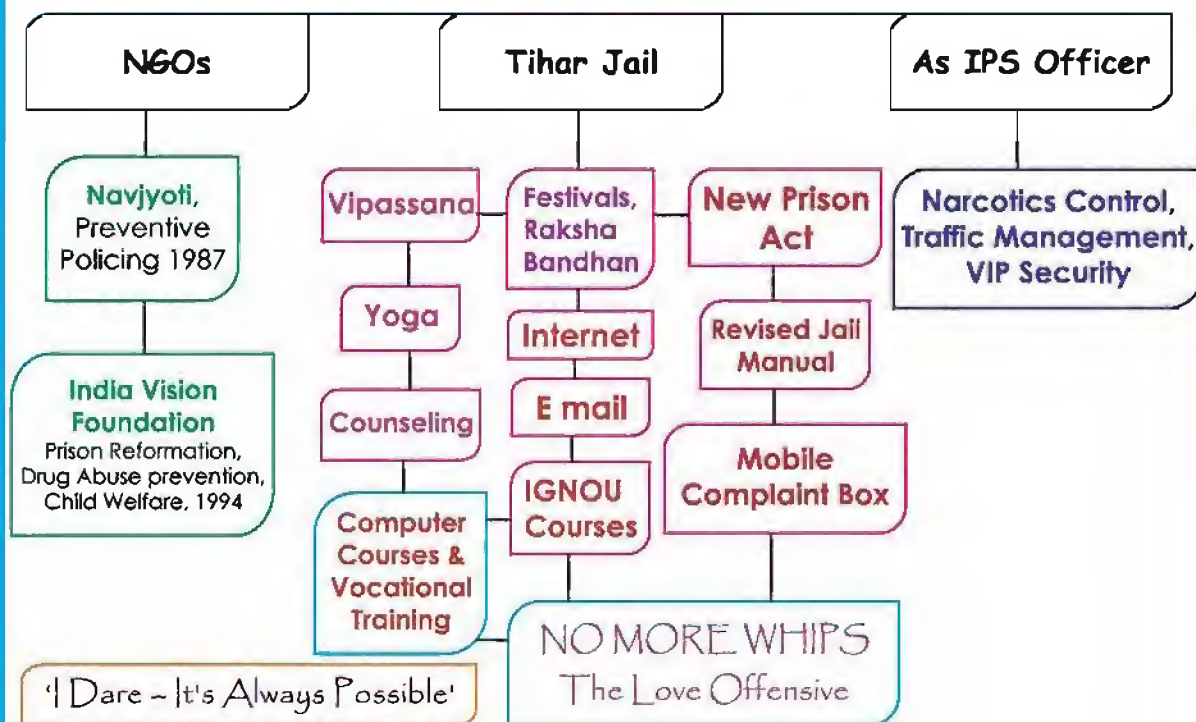
LET US DO:

Distribute question cards and answer cards among the students. The students with question cards have to find their partners.

Question Cards	Answer Cards
Who is the first woman I.P.S. in India ?	Tennis
Where was Kiran born?	Ramon Magsaysay Award Winner
In which game does Kiran Bedi win the championship title?	Amristar
In which prison Kiran Bedi did the reformative works?	Kiran Bedi
Which was the award presented to Kiran Bedi in the year 1994?	Tihar jail
Why did Kiran Bedi form Navjyoti?	Kiran Bedi
Who wrote 'I Dare - It's Always possible'	Army Soldier
Who protects the citizens at the border?	For Welfare and Preventive Policing
What did Kiran Bedi feel about Truthfulness?	"Truth brings courage of conviction"
Which is considered to be the most important personal quality?	Kiran Bedi

LET US UNDERSTAND :

Kiran's Initiatives



Fill in! Write what you feel about Kiran Bedi in these clouds.



LET US UNDERSTAND:

Discuss in small groups and share.

- ⇒ In what ways does Kiran's initiative reflect what she considers important in life?
- ⇒ What does it mean, to respond intelligently?

LET US SPEAK:

Read the following sentences. Identify them under the following heads:

1. apologizing
2. complaining
3. complimenting
4. congratulating

Write the correct number against sentences to identify them. One has been done for you.

1. I like your new shirt. It suits you. (3)
2. I regret my hasty action. It must have hurt you. (...)
3. Let me appreciate you on your brilliant success. (...)
4. I would like to inform you that I am unhappy with your child's lack of interest in sports. (...)
5. Can you speak softly, please? I cannot concentrate (...)
6. Please accept my regrets for being rude to you. (...)
7. You spoke well. You took the trouble to prepare your speech (...)
8. Let's celebrate! You got terrific marks. (...)

Match the greetings in Column A with the occasions in Column B.

Column A	Column B
1. Wishing you many happy returns!	A. Along trip
2. Merry Christmas and a Happy New Year!	B. On getting a promotion
3. Bon Voyage	C. Diwali / Durga Puja
4. Have a great holiday!	D. Birthday
5. Seasons greetings!	E. Christmas
6. Congratulations!	F. Vacation

LET US WRITE:

Match the words in column A with their meanings in column B

A	B
indomitable	inborn
inherited	trademark
hallmark	strong
voluntarily	firm belief
conviction	willingly

One who attends on somebody is called an **ATTENDANT**. What are the following people called?

1. one who assists someone -----
2. one who keeps accounts -----
3. one who applies for a job -----
4. one who participates
(in games, debates, etc) -----
5. one who serves someone -----

LET US READ:

Read Kiran's views on **Truthfulness** with stress, pause and intonation:

"Truthfulness is the most important personal quality among honesty, courage and hard work because, truth brings in everything. Honesty and Truth are interrelated. Truth is the large fundamental trait and from there arises honesty. Honesty is basically an expression of truth. There is no substitute for Truth. Truth brings courage of conviction."

GRAMMAR - PUNCTUATION :

Read the following passage and observe the punctuation marks:

"What a long list of books she has to read and write!" she observed. "Did you know she has to study three languages? When will she rest? Wasn't it your idea that she should also learn a martial art?"

"Yes," replied Mr. Hariharan, remembering with anguish his horrible school days.

Punctuation marks have an important role to play in every language. They help us understand the meaning of sentences clearly.

Important punctuation marks to be considered:

- | | | | |
|--------------------|---------|------------------------|-----|
| 1. Capital letters | A B C D | 6. Interrogation | ? |
| 2. Comma | , | 7. Parenthesis | [] |
| 3. Semicolon | ; | 8. Dash/ Hyphen | - |
| 4. Colon | : | 9. Note of exclamation | ! |
| 5. Full stop | . | 10. Inverted commas | " " |

1. A Capital letter is used

Your Example

- | | | |
|------------------------------------|----------------------------|-------|
| for the first letter in a sentence | - This is class VII. | _____ |
| for a proper noun | - Palani lives in Chennai. | _____ |
| the personal pronoun 'I' | - I am a student. | _____ |
| the interjection Eg; 'Oh!' | - Oh! What an idea! | _____ |
| after abbreviations | - M.A., M.Ed., M. Phil., | _____ |
| after initials | - Mr.K.Prabhu | _____ |

2. The Comma represents the shortest pause. It is used

⇒ to indicate a short pause after a word, phrase or clause.

a) He came, he saw and he conquered.

Your example: _____

⇒ to distinguish a phrase in apposition [about the subject].

b) Mr. Ramesh, the secretary is my brother.

Your example: _____

⇒ to indicate words of address.

c) Sir, I beg your pardon.

Your example: _____

⇒ to separate words, phrases or clauses inserted into the body of a sentence.

d) Jawaharlal Nehru, who was our first Prime Minister, had great love for children.

Your example: _____

⇒ to separate quoted sentences.

e) He said, "I am sorry."

Your example: _____

⇒ to separate 'absolute' constructions eg; having stopped.

f) The rain having stopped, they resumed the play.

Your example: _____

⇒ to separate day and date, and date and year.

g) Monday, the 5th August, 6th September, 1992.

Your example: _____

3. The Semicolon indicates a longer pause than a comma. It is used to,

⇒ separate word groups within the sentence that are not joined by a conjunction.

The chief guest came; the principal greeted him; then he walked up to the dais.

Your example: _____

4. The Colon marks a more complete pause than the semicolon. It is used:

⇒ to introduce a list.

The major novels of Kalki are: *Ponniyin Selvan*, and *Sivagamiyin Sabatham*.

Your example: _____

⇒ to introduce a phrase, a group of words or a sentence that explains or elaborates what has been said.

The problem facing us is this: where shall we get the funds?

Your example: _____

5. A Full Stop is used at the end of a statement or an imperative sentence.

⇒ We enjoy our English lessons.

Your example: _____

6. The Interrogation mark is used after a direct question.

⇒ Who is Mrs. Kiran Bedi?

Your example: _____

7. Parentheses or brackets are used to separate an after thought or aside from a sentence.

⇒ All boys [including the richer ones] are given free uniforms and books.

Your example: _____

8. The Dash/Hyphen is used to mark a sudden interruption in a sentence, and in certain compound words

⇒ Kumar met an old man – he was a foreigner – and he spoke a strange language.

Your example: _____

⇒ Life – style ; long – forgotten

Your example: _____

9. Inverted commas are used to enclose words actually spoken by someone.

⇒ The students said, "Who is our new teacher?"

Your example: _____

10. An Exclamation mark is used after an exclamatory sentence.

⇒ May God bless you!

Your example: _____

Notice the use of the comma in the following sentence:

Eg. Dr. A.P.J Abdul Kalam, the President of India, saw a peacock in his garden.

Put commas wherever necessary:

1. We did not like her voice. However we kept quiet during the show.
2. I don't know Dinesh. In fact I haven't even heard her name.
3. Ms.Kiran Bedi theIPS Officer was the chief guest.
4. This news believe me or not is perfectly true.
5. Mr. Ramesh the new Principal of our school is a very friendly person.

Use capital letters, full stops and question marks wherever necessary :

alexander : how should i treat you
porus : as one king should treat another
alexander : you are a brave man will you be my friend
porus : on one condition
alexander : what is your condition
porus : my kingdom should remain independent and you should treat me as an equal

Punctuate the following text.

i am waited for in egypt said the swallow my friends are flying up and down the Nile and talking to the large lotus flowers soon they will go to sleep in the tomb of the great king swallow little swallow said the prince will you not stay with me for one night and be my messenger the boy is so thirsty and the mother so sad
I don't think i like boys answered the swallow.

LET US REVISE - SUBJECT - VERB AGREEMENT :

Write the correct answers for the following sentences:

1. He was rich and he were a miser
_____.
2. Each of the boy received a present.
_____.
3. Good news have been received by the Head Quarters.
_____.

4. One of the boy looks happy.

_____.

5. No one know the secret.

_____.

DO AND SEE FUN WITH WORDS :

Fill in these words, using the clues given: all of them have a prefix or a suffix!

writing, indiscipline, spinning, impossible, injustice, immobile, unreal,

kindness, teacher

1. unfair treatment

2. a fantasy

3. being rude

4. beyond the scope of

5. disorderly

6. not moving

7. one who teaches

8. a quality

9. making thread

10. representing on paper

Do and see

Unscramble these words:

mi dom in ble ta indomitable

ter en tain _____

mil iar fa _____

pin ion o _____

cult fi dif _____

rate sep a _____

tics nar co _____

ti lar cu par _____

ful ness th tru _____

tion exa na mi _____

Do and See

Turn these words into nouns by adding 'tion' and use 5 in sentences of your own

1. to reserve reservation

2. to prepare _____

3. to dedicate _____

4. to examine _____

5. to apply _____

6. to compete _____

7. to complete _____

8. to inform _____

9. to inspect _____

10. to rotate _____

LET US REVISE - SYLLABIFICATION [SMALL GROUP]:

Say these words aloud. As you might remember, each different sound unit that you make is called a syllable. Each of the words below has a certain number of sound units. Add more words from the text to the list.

2 Syllables [di-syllabic]

children
even
final
woman
Kiran
award
leader
prison
practice
matter

3 Syllables [tri-syllabic]

possible
capable
citizen
challenges
Magsaysay
preventing
example
government
magazine
injustice

4 Syllables [tetra-syllabic]

dedicated
retaliate
intelligent
cooperate
reservation
population
revolution
prosperity
demonstration
cultivation

PROJECT:

Write a conversation between Kumaran and Sakthi about the responsibility of a citizen to follow the rules of the road strictly.

POEM

* KEEP YOUR SPIRITS HIGH



In Preparation:

Have you ever worried about passing exams? What have you felt, when you fought with a friend? Have you ever felt shy and unsure? Have you felt scared to go on stage? Here is a poem suggests a solution.

The present seems all **dreary**
The future very **grim**,
Your problems are **perplexing**,
Your chances rather **slim**,
You're sick and tired of trying,
And your hope is fading,
There's only one solution -
It's "keep your spirits high".

dreary: boring
grim: sad
perplexing: confusing
slim: very lean, light
puzzle: maze, confuse
obstruct: hinder, prevent
quitter: One who exists
grit : tighten
nearly: almost
round the corner: just waiting to happen

The way ahead is puzzling,
And clouds **obstruct** your view,
If this is how you're feeling,
There's just one thing to do;

What would you do, to keep your spirits high?

Don't prove yourself a **quitter**
Though you're feeling sad and bitter,
But **grit** your teeth and bear it
And keep your spirits high!

Good luck is **round the corner**
So have a smiling face:
For soon your fears will vanish,
And joy will take their place,
Look forward to tomorrow
There will be an end to sorrow,
Because you have the courage,
To keep your spirits high.



- Adapted from **HOPE SPENCER**

LET US REMEMBER :

1. Who is the speaker of the poem?

2. Explain the term or phrase: 'slim chances'.

3. When do 'hopes fade'?

Have you ever felt sick and tired of trying? What did you do then?

4. Who is a 'quitter' in this poem?

5. 'Your problems are perplexing' means: *(Choose the best option)*

- a. You are in a confused state.
- b. He is excited to see the picture.
- c. The entire group is in a jubilant mood

6. How do you understand the term, 'look forward to tomorrow'?

7. When have you felt that 'good luck is round the corner'?

Do you face these challenges? What can you do? Fill in!

the present seems dreary	problems are perplexing	the way ahead is puzzling	feel unable to cope	feel afraid of moving forward
I can	I can	I can	I can	I can

PROJECT:

Name some persons from your locality who became successful in life, in spite of their distressing situations.

NAME OF THE PERSON	DISTRESSING SITUATION	HOW HE/SHE WON

POST READING:

The Paint Box

I had a paint box –
Each colour glowing with delight
I had a paint box, with colours,
Warm and cool and bright.
I had no red for wounds and blood,
I had no black for an orphaned child,
I had no white for the faces of the dead,
I had no yellow for burning sands.
I had orange for joy and life,
I had green for buds and blooms,
I had blue for clear bright skies.
I had pink for dreams and rest.
I sat down And painted Peace

- A child's poem from Israel

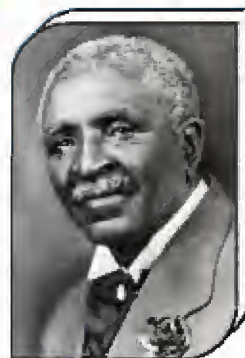


What are your colours for peace?



GEORGE WASHINGTON CARVER AND PEANUTS

There are many moving stories of the sufferings of the Black people when they were enslaved by White traders and brought to work in the cotton-growing lands of the American South. What is deeply inspiring, however, is the manner in which some of them rose above tragedy and contributed meaningfully to life. One of them is George Washington Carver. Now read on...



INTRODUCTORY NOTE :

The American Civil War was fought in the 1860s between the Northern and the Southern States of the USA. It was primarily fought over the issue of slavery. The North felt that all human beings had a right to be free. The South wanted to continue the system of slavery. There were huge landowners in the South of the United States who grew cotton on what were called plantations, and they depended on their slaves for their yields. The North won the war, and slaves were freed, but it took a long time for White people to accept people of another colour into their society. This process was greatly helped by people like Dr. George Washington Carver.

Early years

George was born to **Negro** [Blacks were called 'Negro'es then] slave parents on July 12, 1864 in Diamond Grove, Missouri. His family was owned by a man called Moses Carver. Missouri was divided on the issue of slavery. While the Northern half supported the North, and opposed slavery, the Southern half, where the Carvers lived, had slaves. A sickly child at birth, he was to remain frail for most of his childhood. One night, **slave-raiders** stole George and his mother. Many days later, George was returned to his owners in return for a race horse! His mother was never heard of, like many slaves who were stolen.



Moses and Susan Carver brought up George and his brother as their own children. It was on the Moses' farm that George fell in love with nature, and earned the nickname 'The Plant Doctor'.

He had his own little secret garden in the nearby woods. He would **tend** to sick plants that people brought him. He would walk before dawn in the woods and talk to plants, a practice he continued all his life.

[During the Civil War, some Southern Whites started raiding farms and kidnapping slaves and selling them. They were called **slave-raiders**.]

George's **formal** education started when he was twelve. He could not go to school because he was black. There was no **black school** nearby and so he had to move. He said good-bye to his adopted parents and went to Newton County in Missouri. He studied in a one-room school and worked on a farm to pay his fees. This was America before Lincoln, before blacks had the same rights as whites.

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and the strong. **Because someday in life, you will have been all of these.**"

Adult life

After finishing school he applied to Highland University, and was denied admission, again, **because of his race**. Carver was accepted in Simpson College in Iowa, in 1890. He later moved to Iowa Agricultural College where he **distinguished himself**. On graduation in 1894 he was offered a teaching position, the first Black ever to be given this honour. On graduation in 1894 he was offered a teaching position, the first Black ever to be given this honour. In 1896 after he completed his master's degree in agriculture, he was offered the post of Director of Agriculture, of the Tuskegee Institute.

At Tuskegee, Carver developed the crop rotation method, which alternated nitrate producing legumes-such as peanuts and peas-with cotton. Following Carver, **southern farmers** soon began planting peanuts one year and cotton the next. The farmers were ecstatic with the tremendous quantities of cotton and tobacco they harvested. And there were peanuts, far more than could be fed to farm animals. This was a crisis of plenty.

southern farmers: farmers living in the South of America

tend: look after
formal:
black school: a separate school for black children
because of his race: because he came from Africa
distinguished himself: performed well

Carver locked himself in a laboratory for one week, and produced dozens of products from peanut, including milk and cheese. A new industry had

How many uses can you think of for a peanut?
Write down 5.

And guess how many more are possible!

sprung up that could use the surplus peanuts. In later years he produced more than 300 products from the lowly peanut, including peanut Butter, ink, facial cream, shampoo and soap. By 1938, peanuts had become a \$200 million industry.

When he discovered that the sweet potato and the pecan also enriched depleted soils, Carver looked at ways of utilizing the sweet potato and was able to develop more than 115 products from it including flour, starch and synthetic rubber. In 1927 he invented a process for producing paints and stains from soybeans.

George Washington Carver devoted his life to research projects connected with southern agriculture. He achieved his goal of replenishing the fields and helping the farmers in the South.



Carver and Money

Carver's fame grew rapidly. He was invited to speak before the United States Congress. Henry Ford, head of Ford Motor Company and Thomas Edison, the great inventor and offered him an annual salary of \$100,000. He declined and continued on at Tuskegee.

Carver did not patent or profit from most of his products. He freely gave his discoveries to mankind. "I can't think of making money out of something that God gave me free." In 1940 he donated over \$60,000 of his life's savings to the George

"It is not the style of clothes one wears, neither the kind of automobile one drives, nor the amount of money one has in the bank, that counts. These mean nothing. **It is simply service that measures success.**"

Washington Carver Foundation for continuing research in agriculture and willed the rest of his estate to the organization so his work might be carried on after his death.



George Washington Carver died on January 5, 1943 on the campus of Tuskegee Institute. The United States government that January 5 would be George Washington Carver day.

He was a pioneer in his field and one of the few Black inventors recognized by America. He changed the South from being a one-crop land of cotton, to being multi-crop farmlands, with farmers having hundreds of profitable uses for their new crops.

LET US REMEMBER :

1. Who brought up George and his brother after they were stolen by the slave raiders?

2. Why was George nicknamed as 'The Plant Doctor'?

3. What do you learn from George's activities with plants?

4. Why did he leave his adopted parents at the age of twelve?

DO AND SEE WORK IN PAIRS AND CHOOSE THE CORRECT ANSWER :

- a. It was at the Moses Carver's farm that George fell in love with _____.
1) food 2) birds 3) animals 4) nature
- b. The nickname George was given was _____.
1) The Plant Doctor 2) a Challenger 3) Brave Hero 4) George the Great
- c) George helped to develop farming with a method called _____.
1) Irrigation 2) Crop Rotation 3) Formal Method 4) Pioneer Method
- d) George produced dozens of products from the peanut, including _____.
1) Bread and Butter 2) Milk and Cheese 3) Milk and Curd 4) Butter and Cheese
- e) Carver invented a process for producing paints and stains from _____.
1) Soya Beans 2) Lama rind 3) Rubber Tree 4) Beet Root

DO AND SEE :

Rearrange the following jumble sentences in logical sequence and write in a paragraph. (The first and the last sentences are already in order)

1. George was born to Negro slave parents on 12th July 1864.
2. Carver developed the Crop Rotation method of farming.
3. Moses and Susan Carver brought up George and his brother.
4. George completed his Master's Degree in Agriculture
5. One night slave riders stole George and his mother.
6. George produced more than 300 products from the peanuts.

Do you have any experience of talking to plants? Do read about this interesting experiment done in the US. At the same time, a great Indian scientist called Jagdish Chandra Bose achieved similar results!

To see if he could get a reaction from plants at a much greater distance, Backster experimented with a female friend to establish whether her plants remained attuned to her on a seven hundred mile plane ride across the United States. From synchronized clocks they found a definite reaction from the plants to the friend's emotional stress each time the plane touched down for a landing.

- From *The Secret Life of Plants*

By Peter Tompkins and Christopher Bird

LET US UNDERSTAND [SMALL GROUP] DISCUSS AND WRITE :

- ⇒ What do you feel about slavery in America? Write 5 lines about why you feel that way, citing facts from the text.
- ⇒ The Highland University in USA denied admission to George whereas he was accepted in Simpson College Iowa in 1890. How do you understand this fact?

TRY THIS PLANNER ! (You can also be a winner, like George Washington Carver!)

Think

Decide

Act

Achieve

You may have a number of interests, like painting, mechanics and sports. There are also requirements that you have –to take care of yourself. to study, to help at home. You might also have goals, which are more long-term – they require continued effort. Perhaps you have a dream – something you aspire for.

Fill this planner, and see if things get more clear!

MY INTERESTS

--	--	--	--

MY REQUIREMENTS

--	--	--

MY GOALS

--	--

MY DREAM

--

UNIT 7

A NOTE TO THE TEACHER

This is the age of information and electronics. Till the 1950 s, the computer had been known as a calculating machine. Today, the computer has entered into all walks of life. Internet and its off spring, the e-mail has transformed communication across the globe. However, the risks of exposing children to uncharted cyber space have always accompanied the undoubted advantages. In this context, it has been felt that a clear perspective on the computer, that also encourages children to ask for safe help when it is required, might be the need of the hour. The lesson **Intelligent Use** shows the many possibilities of the computer, its benefits and possible problems.

The poem **"Be the Best"** focuses on the importance of positive thinking and highlights the idea that one should aim at perfection in whatever work one does. The invitation to students is to best person they can be.

The supplementary reader, **'An Interface with an Extra Terrestrial Being'** builds upon the borderline between fear and fantasy. An impressionable young boy walks along a dark road, having been profoundly influenced by what his teacher said about aliens in the class. In his anxiety to avoid an encounter, he comes across the very thing he fears – only, it is not what he thought it to be! This passage offers rich scope for a range of activities around outer space and extra terrestrial beings, and to enrich the students' knowledge about the universe.

This unit paves way for the active learning of the language. The activities given help the children to read, to relate with the content, to understand, recall, think and interact in small and large groups. The children get an opportunity, to share their views with others in the class. Articulation activities given in this unit will be of much use to the children. An additional aspect is the inclusion of exercises aimed at sensitizing the child to the scope of possible help when entering the cyber world.

In grammar, Modals and their uses have been introduced, and the Speaking component has been emphasized, to enable the students to use these in their conversations. The teachers could give exercises on other modals also. There are also creative exercises on Slogan Writing and Reporting.

PROSE

INTELLIGENT USE



The computer provides boundless 'virtual' space. And as with all free and boundless spaces, you have to take great care when you navigate them.



In Preparation :

What are the different ways in which you use a computer?

The students of Class VII were very excited. A computer specialist was going to speak to them! He was a young man who was working in Google, a company that specializes in helping people search for information. He had also started a small voluntary group called '**Intelligent Use**', to advise young students about intelligent and risky use of computers. His name was Kumar Valliappan, and he smiled at all of them as he came in.



Kuma : Hi, kids! You can call me Kumar. And you can ask me any questions you want – at any time! Don't worry about interrupting me. Do you want to know how smart people use computers?

All : Yes, Kumar!

Mani : Who made the computer? God?

Kumar : Well, the real answer is that many inventors contributed to the evolution of computers. The major contribution was by Charles Babbage, an English

What is a computer?

A computer is

Who designed the first computer?

mathematician, who designed a computer in 1822. In general a computer is a machine that can be 'programmed' to receive information, store it and retrieve the data whenever we want. You know it's like a human brain.

We study the lesson, retain it in our memory, and recall it whenever we need to.

Kannan : My brain computer's bad!

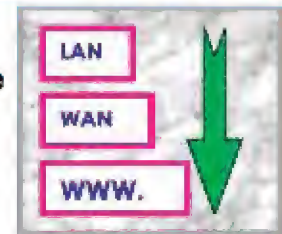
Kumar : There are no bad computers- human or otherwise – only bad programmes, and unsure users!

Kannan : That's reassuring!

Kumar : No problem. [Smiles]

Radha : Things are changing so fast with computers!

Kumar : True, from LAN [*Local Area Network*] and WAN [*Wider Area Network*] to interlinking of computers at the global level, the *World Wide Web* – *www*.



The use of computers took a leap in 1992, when the World Wide Web was launched. So now you can get all the information you need on anything within a fraction of second with the help of search engines like www.google.com, www.altavista.com, and many others. It is boundless 'virtual' space. And as with all free and boundless spaces, you have to take great care when you navigate them.

You can access and download photos and facts of eminent personalities, satellite pictures, get almost any question answered. Many people have begun to buy personal computers or note book [lap top] computers. Institutions and offices have had them from early 2000.



Today, there are giant companies like Intel, Microsoft, Hewlett Packard, Oracle and Apple who deal with computers, their operating systems and peripherals.

Radha : What is a peripheral?

Kumar : For example, the printer or scanner is a peripheral.

Kannan : Sorry to ask – but what is an operating system?

A **patent** gives the creator of an invention the sole right to make, use, and sell that invention for a set period of time.

copyright: ownership of intellectual property – for example, a photo or clip in the web may have a 'copyright'.

royalty: payment for use

Kumar : I'm glad you asked. I'm sure many students had that doubt! See, the computer is a machine. An operating system is the basic platform from which a machine functions.

Selvam : So what work do people do in these big companies?

Kumar : Big companies try to design and market better and better computers! Every product they sell has a **patent** and a **copyright** for which every user has to pay a **royalty**. But something has happened that was never imagined before!

Linus Torvalds



In 1991, A young man in Finland, Linus Torvalds, wrote an operating system that others **could use and change freely!** No royalty was involved! Many Governments are using these operating systems. This is called an **Open Source System**. The Open Source System allows individuals and governments across the globe to collaborate and give their best to the maximum number of people.

Thousands of people work on and add to these programmes. It is thanks to Open Sourcing that each of you will soon have a cheap and useful computer that can help you

to learn! The other day, Mr. Kapil Sibal, the HRD minister for the Government of India announced that he would make a child user-friendly computer available for just Rs. 1500/-

What is an Open Source System?

Inlan : Wow! It's amazing. By the way, you were talking about the **Internet**. Can you tell us more?

Kumar : The Internet is a global system of interconnected computer networks to serve billions of users worldwide. It is a network of networks, actually! It consists of millions of private,

What is the Internet?

public, academic, business and government networks. All these networks are linked by a board. The Internet can now be accessed almost anywhere by numerous means, even through mobile Internet devices – in fact, from any place where there is a wireless network supporting that device's technology.

There is also the *electronic mail* or e mail, which is an off shoot of the Internet, and helps you to write letters to anyone on the computer through an e mailing address (e mail ID).

Muthu : My dad's friend got operated through a computer. [Everyone laughs]

Kumar : Why, you can study a language, learn math – even dissect the human body! The computer assists all kinds of diagnostic devices like the MRI Scan and the Ultra Sonogram. It is also used in many fields of treatment. **Telemedicine** is becoming popular when people can't get to a doctor.



Vikram : My dad **teleconferences** nowadays. He says travel is getting expensive!

Kumar : The computer has opened up new avenues that make things easier, like desk top publishing, e- publishing, e-tutoring and e- banking. In global industry, with rocketing prices, and shrinking natural resources,



BPO-
Business
Process
Outsourcing

KPO-
Knowledge
Process
Outsourcing

BPOs and **KPOs** are some of the other developments. They have generated lakhs and lakhs of placement opportunities in poor countries which provide cheap and effective labour.

Mary : My sister's friend didn't like working in a BPO at all! I don't ever want to work in one!

Kumar : *Information Technology Enabled Services* {ITES} are a growing field in India. But you are right, Mary! There are many questions and disadvantages in this as well! This is where my organization helps. It helps you sort out your values. Smart people have some **commitments** and some **priorities**.

telemedicine- medical consultancy available through the Internet.

teleconference - a conference through Internet between people from distant places

commitment- a sense of responsibility
priorities: things that come first in importance

Selvam : What does that mean?

Shruti : I know. It means there are some rules that they'll never break.

Kumar : Well, yes and no. When you care about something, there are no rules – just caring. But you've to show you care! You can't say that you care about your mother and not bother about how she is and what she is feeling!

Radha : That's true! But what does that have to do with computers? you are right, Mary! There are many questions and disadvantages in this as well! This is where my organization helps. It helps you sort out your values. Smart people have some **commitments** and some **priorities**.



Kumar : There are a number of people you can't see who are just a click away. They are not all nice people. It's like in a film; you don't know the person who acts – just the character he presents. Imagine if one of those people was to speak to you. Would you really know him?

Jamal : No. How would I?

Kumar : Exactly. The person who speaks to you could show you anything he wished you to see. So how many of you go to **browsing** centres? How many of you use the computer to watch films, listen to music, and play games or chat? Studies show that they may be **addictive**. Smart use of the computer means that decide how I want to use the computer, and I am also clear about some values I will stand by, no matter what I am curious or tempted about.

browsing- exploring computer programs that provide information on the internet

addictive: a habit that becomes impossible to break

umpteen- very many, several

netizen- an internet user

kamadhenu- a mythical deity with human head and cow's body, who could grant wishes

download- retrieving the information from the website

mind-boggling- unbelievable, astonishing

off-shoot- consequence of

accessible: within reach

- Inian** : This is true! Even on my cell phone, I find so many messages that I am curious about, and when I go into the site, I feel bad afterwards.
- Kumar** : That's an honest thing to say! This is where both your priorities and your commitments kick in!
- Vivek** : You're right! You know, my elder sister is studying in Std X. She required the previous years' public examination question papers. I had to **download** them from the Net. So, I went to a browsing centre. You know, computers are a store house of information. There are **umpteens** websites providing data about anything under the sun. Kumar, I got so carried away that I forgot all about her question papers!
- Kumar** : Not only question papers - you can get useful information from any website with a single click of the mouse. For a **netizen**, the computer acts like a '**kamadhenu**'. The possibilities of the internet are **mind-boggling** - so are the risks. You need to know when to stop! You need to live intelligently in the real world, not escape into the mindless world of virtual games. On the Net, you need to truly know who is talking to you. You need to be able to reject tempting invitations! You need to create the rules that you will function with, and follow them! This is what my organization '**Intelligent Use**' is all about.

It is a **portal** that gives school children guidance about safely navigating the Web. It tells you what is safe and unsafe.

It warns you of the risks you run. It helps you 'cut' an unwanted connection. It helps you with projects and experiments. It makes appropriate learning sites accessible. It counsels you when you become addicted to any one game or site. It helps you to work at your thinking skills. It has also collected many free sites to exercise your creativity. Overall, it gives you a chance to use the computer intelligently! This portal does not charge for its services!

The Class clapped for Kumar, as he ended his interaction.

LET US REMEMBER - 1 :

1. Name a few search engines. _____
2. Mention a few websites. _____
3. What is World Wide Web? _____
4. What is e-mail? _____
5. What do BPO and KPO stand for? _____
6. What is a browsing centre? _____

LET US REMEMBER - 2 :

Complete the sentences: Tick the correct answer and fill in

1. **This lesson is about** _____
 - a. Internet
 - b. e-mail
 - c. the computer and its uses.
2. **E-mail means** _____
 - a. Electrical mail
 - b. Electronic mail
 - c. Emergency mail.
3. **Who designed the first computer?** _____
 - a. Graham bell
 - b. Isaac Newton
 - c. Charles Babbage
4. **When was World Wide Web launched?** _____
 - a. 1992
 - b. 1994
 - c. 1982
5. **Telemedicine is** _____
 - a. medical consultancy available through the Internet
 - b. On line medical publishing sites
 - c. Social networking sites.



LET US UNDERSTAND:

Discuss in pairs/small groups **Present in class:**

- Why was Kumar saying that you need to know when to stop?
- What did he mean, when he said "You need to live intelligently in the real world, not escape into the mindless world of virtual games"?
- On the net, why would you need to truly know who is talking to you?
- Create and present the rules that you will function with, and follow.

FUN WITH WORDS :

Pick out all the words that relate to the computer!

m	s	e	n	d	b	w	i	n	d	o	w	g	f
t	o	e	d	i	t	z	t	o	o	l	s	i	h
a	q	u	f	o	i	d	e	r	b	m	i	k	x
b	f	R	s	a	v	e	d	e	i	e	t	e	k
c	p	o	d	e	s	k	t	o	p	c	o	p	y

DISCUSS AND SUMMARIZE:

Uses of a computer

LET US WRITE :

E-mail is used to send letters or messages using the Internet. You have to follow the rules of grammar and punctuation when sending emails. Emails are easy to use and they can reach the addressee wherever he is, within minutes.

DO AND SEE :

Write an email to your old English teacher who lives in another town now. Tell her/him that you and your parents will be coming to visit, as you will be passing by, and give the relevant details.

Enter your teacher's email ID : _____

Enter the topic of the letter : _____

Now write the letter, including the following details:

- date of visit
- time of visit
- how you will be traveling
- how long you will be staying
- where you and your parents are going

Note: You can also ask for your teacher's contact details such as the address and mobile number in case of an emergency.

FILL IN :

It gives young people guidance about navigating the Web

WHAT KUMAR'S PORTAL DOES

LET US LEARN :

What is a modal auxiliary verb?

A modal is a **mood-defining** auxiliary verb. When your friend invites your company to a movie, you would say 'I will come' if you are certain and 'I may come' if you are uncertain.

Similarly, if you know Telugu, you would say 'I can speak Telugu'. Modals express very many moods of the speaker such as expressing politeness, doubt, apology, willingness, certainty, ability and so on. Modals are an indispensable component of spoken English.

Let us look at some of the modal auxiliaries with examples :

can: Most commonly, we use **can** to express ability, in the present or in the future.

(Eg.) I **can** drive a cycle.

(Ability)

I know you **can** solve this problem.

(You have the ability)

No one **can** be right all the time.

(Possibility)

Can you talk to the Principal sometime next week

(Will you find the opportunity?)

Can I use your mobile phone please?

(Asking for permission)

may: Modal auxiliaries help main verbs to express requests, suggestions, wishes, intentions, possibility, ability, etc.

(Eg.) You **may** go home.

(Giving permission)

May you live long.

(Wish)

May I go home now?

(Polite request)

It **may** rain this evening

(Probability / Possibility)

will : The modal 'will' is used :

i) **To express willingness or promise.**

(Eg.) We **will** support you.

ii) **To express a threat.**

(Eg.) I **will** report it to the police.

iii) **With the first person (I/We) to express determination.**

(Eg.) We **will** not yield to the enemy, however long the struggle.

iv) **With the second and third persons for forming the Future Tense.**

(Eg.) The play **will** start at 6.30 pm.

I **will** accompany you to the hospital. (Willingness / Permission)

would: The modal 'would' is used:

i) **To express a wish.**

(Eg.) I **would** like to have a peaceful week-end.

ii) **For asking polite questions or making requests:**

(Eg.) **Would** you mind passing the salt?

iii) **To express a wish.**

(Eg.) I **would** rather go for a walk than watch the TV.

I **would** like to tell you one thing.

Now, let us learn how to use **Would, May, Can, Will** to express Suggestion, Politeness and Willingness.

LOOK AT THE FOLLOWING SENTENCES :

- **Will** you please open the door? [Politeness]
- **Would** you [kindly] open the door? ['Would you?' is more polite than 'Will you?']
- **Can** you make me a cup of coffee? [Politeness]
- **May** I go to the class now? [Politeness but more formal than 'can']

NOW FILL IN :

- I will carry your books _____
- Will you please give me your pen? _____
- Will you please post this letter for me? _____
- Would you open the door, [please]? _____
- Would you [please/kindly] pass the pencil? _____
- I will buy the ticket for you _____

- Can you put the TV off? _____
- Can I use your bicycle for an hour? _____
- May I read this poem? _____

LET US REMEMBER :

Tick the right answer :

1. _____ come in Sir ?
a) Will b) May
2. _____ you please give me your book? *[Ask Politely]*
a) May b) Will
3. _____ you please open the gate? *[Ask more politely]*
a) Would b) May
4. I _____ take you to the library
a) Will b) Would
5. _____ you drop me?
a) Can b) May

POEM

* BE THE BEST

Often, it isn't clear to any of us, what 'being the best' is. What is excellence?
Do find out for yourself!

In Preparation:

To live is a gift. Whatever we are is life's gift to us. Can we celebrate it?



If you can't be a banyan on the top of the hill
Be a scrub in the plain - but be
The best little **scrub** by the side of the **rill**;
Be a bush if you can't be a tree.



If you can't be a bush be a bit of the grass,
And some highway you will happier make;
If you can't be a lotus then just be a **bass**-
But the liveliest bass in the lake!



We can't all be the captains; we've got to be crew,
There's something for all of us here.
There's big work to do and there's lesser to do,
And the task we all have is the **near**.



If you can't be a highway then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail -
Be the best of whatever you are!



IMAGINE!

1. If you were a tree, what tree would you be? Why?

2. If you were a road, what kind of road?

Draw it!

In the galaxy, what would you be?

- Adapted from *Douglas Malloch*

scrub- bushes and/or small trees

rill- a small stream

bass- an edible fish

near – the immediate work

LET US REMEMBER:

Answer the following questions:

1. Where do we find valleys?

_____.

2. How does grass make the highway happy?

_____.

3. Why has the poet compared a lotus with a bass?

_____.

4. What is the difference between a highway and a trail?

_____.

5. Add some more comparisons apart from the ones given in the text [at least three]. Eg. If you can't be an artist be a sportsman.

1. _____.

2. _____.

3. _____.

6. List six pairs of rhyming words.

1. _____ / _____ 2. _____ / _____

3. _____ / _____ 4. _____ / _____

5. _____ / _____ 6. _____ / _____

LET US UNDERSTAND: Discuss in small groups and present:

1. What do you think is a good goal to have in life? Why?

2. What **one** quality do you think makes people excellent in the following fields?

Why?

Education _____

Medicine _____

Football _____

Politics _____

Business _____

World Peace _____

Environment _____

AN INTERFACE WITH AN EXTRA TERRESTRIAL BEING [ET]

It was a Monday evening. 12- year-old Gopi was walking back home after playing football in the playground with his friends. He was tired and hungry, and looked forward to some dinner and sleep. The road was dark and lonely. The street lights had gone off, and all his friends except Vikram had dropped off at their homes. His was the last on the long, **winding** road, hidden from view by a **clump** of trees. The sun had gone down, and the stars couldn't be seen. It was September, and the skies were cloudy and dark at 6.30 in the evening. Unconsciously, the boys started walking a little faster.



Suddenly, Vikram asked the question, "Have you ever come across **aliens** in your life, da?" Gopi didn't find the question funny. This evening seemed to be the kind of time when even a lamp post looked like a tall and skinny monster. "Why do you talk about them now, when we can't even see two feet ahead of us, da?" he asked, irritably.

"Listen, I am rather serious about it. You remember, this morning, our Science teacher Madhavan Sir told the class that there is the possibility of the existence of aliens in other planets or **galaxies**. I read somewhere that aliens could be living on Titan, one of Saturn's biggest moons."

Gopi's brain was least bothered about the presence or absence of aliens on Titan. He was worried about them **emerging** from the next tree.

Something brushed past his legs and he screamed. Vikram was angry. "Why are you shouting, da?" he asked. "That was just my water bottle." "Why can't you keep your water bottle in your bag, like other sensible people?" shouted Gopi. In his mind, he was preparing for a chance encounter with.....he did not know who. It filled him with **dread** and anticipation.

winding – twisting
clump – cluster
aliens – an outsider
(extraterrestrial being)
galaxies – group of stars
emerging – coming out
dread – fear

Vikram's house came into view. There was obviously something wrong with the power supply. There were no lights burning. Vikram's brother was chatting at the gate with his friends, and Vikram joined them.

Gopi **trudged** on, alone. He had almost asked Vikram's brother Jeeva if he would accompany him home. Jeeva was an understanding person. He was also old and wise – nearly 19 years old, and clearly unafraid of aliens and other **monsters**. It was pitch dark on the road. His house was in a by-lane, and he had turned off the main road. There was a **gust** of wind, and the trees rustled. He could feel the first cold raindrops on his **clammy** skin. Oh, why had he spent so much time playing today?

Suddenly, there was a **glimmering** light just ahead of him, and as he watched, it started growing larger. There was a **hooded** creature moving towards him. Somehow, he stopped feeling afraid. It was too late for fear. He had known this would happen. "Who are you?" he yelled. Despite his best efforts, his voice **wobbled**. "You can't do anything to me," he continued bravely. "I am proud to be an **earthling**. I can defend myself."

The creature stopped. The glimmer went, as if a light had been switched off. To Gopi, it looked just like the small alien that he had seen in a Hindi film, some time ago. This gave him confidence. But he was afraid of the laser beams that he knew would transport him to the creature's world in an instant. He thought longingly of his mother. Even his younger sister, who was usually such a nuisance, seemed wonderful, warm and....human. He forced himself to move forward. His feet felt as if they were made of lead. He had to exert himself a great deal to move them. As he inched forward, he made a loud noise. 'A....ah...ah...ah,' he shouted. The creature seemed to **waver**. Choking sounds seem to be emerging from it. 'Uh...uh...uh' went the creature. Gopi decided to **make a dash** for his home, which he knew could not be far away. Maybe the strange creature might be scared of him!

trudged - moving uninterestingly
monsters - supernatural beings
gust - strong draft of wind
clammy - sticky
glimmering - feeble light
hooded - raised head with a cover
wobbled - shook
earthling - person belonging to earth
waver - be unsteady
make a dash - rush

"I've got a powerful net in this case," he shouted, showing his bag. "I am going to catch you. Watch out!" **Yelling** like a **maniac**, he ran forward. The creature seemed to be **tottering** with fear. It seemed to have decided to retreat – it was hurrying backward. But not fast enough for Gopi! He was now full of super human energy. He was now sure that whatever it was, it was scared of him! He decided to capture it and hand it over to the authorities. His father worked in a University, and would know what to do. He was catching up with the creature, which was making strange, **whimpering** sounds. With one final leap, he caught the hood. It came off... it was a raincoat. From it emerged...his sister. Her eyes were streaming, and she was laughing so much that she couldn't breathe. "Amma sent me looking for you," she said, when she could talk. Oh, but you were funny!"

yelling	- shouting
maniac	- person having an obsession
tottering	- wavering
whimpering	- crying feebly

Answer the following questions :

1. Do you think that there is the possibility of existence of aliens in other planets or galaxies? Yes/No On what do you base your answer?

2. Does space travel interest you? Yes/No. If you got a chance to travel into outer space, where would you go? Why?

3. What makes Gopi think that there is an alien in front of him?

4. What future do you see for the planet earth? For human beings?

5. What makes Gopi's sister laugh so much?

What is a report?

To 'report' means 'to convey'.

A report is a formal account of an activity, happening or event. It is a planned narration of things that would interest other people.

A report could also collect and share news of anything, even a book or film, for the newspaper, radio, e-news or television. Remember, a report is always for a particular group of people interested in what you might have to convey. It should be simple, usually in the past tense and accurate. Report- writing is different from letter writing.

Here is a factual report on your school Annual Day Celebrations. Who do you think is likely to read this? Yes, your teacher!

REPORT ON SCHOOL DAY

Friday, 12TH October, 2010

We celebrated our 26th Annual Day function in our school yesterday in a grand manner. Dr. Sudhakaran was the Chief Guest. Our Head Mistress Ms. Kalpana presided over the function. Our Science teacher Ms. Mary read out the Annual Report of the school's activities for the past year.

Students performed various cultural programmes. The cultural activities performed by my class [Class VII] were so interesting. We staged a play called "Thiruppur Kumaran" and also did a folk dance.

Then the Chief Guest delivered his speech and distributed prizes to the outstanding students. In his speech he emphasized that children should be truthful in every walk of life, and that would lead our country to great heights. At the end of the function, our Tamil teacher Mr. Nizam proposed a vote of thanks.

You can develop a report with factual detail:

Give two factual details given in this report :

e.g. : The H.M. Ms. Kalpana was the Chief Guest.

You can develop a report with **details of specific events**

e.g.: Within the school report, there is specific mention of events performed by Class VII

You can develop a report with **detail that is of human interest**

e.g.: The Chief Guest emphasized that children should be truthful

LET US WRITE :

Prepare a report on any area of your interest.

- Carefully plan your outline.
- Collect all information relevant to the report, through careful Note Taking.
- Write in your own words.
- Include all three kinds of detail.

WHAT WILL HELP :

- Study different kinds of reports.
- Try out different styles of reporting things.

For example : a newspaper might report something very differently from a magazine. Which medium will have more facts? _____ Which medium will have more human interest details? _____.

REPORT :

SIMPLE SLOGAN WRITING :

A slogan is a group of words that attracts the attention of the reader towards the product or the awareness for which it is meant. Short, catchy phrases and sentences are evolved in slogan writing.

Examples : To create awareness on cleanliness

- Cleanliness is next to Godliness; so keep the campus clean.
- Your example _____

To create awareness on rain water harvesting

- Today's rain water is tomorrow's life water.
- Conserve water and conserve life.
- A drop from the sky is life for the Earth.
- Your example _____.

To create awareness on saving water

- Put a stop to the drop.
- Save water it will save you later.
- Your example _____.

To create awareness on pollution

- Don't add to pollution, give some solution!
- Your example _____.

A picture speaks a thousand words! Add pictures to your slogan!

Project :

1. Create slogans in small groups to create awareness about

- Planting and saving trees.

- Water management.

- Time management.

- Stress management

- Positive Thinking

- Good Eating Habits

- Safety and self-protection

DRAW!



1. Make useful objects in groups by using waste materials.
2. Have a Seminar in your school, titled,

"Creative Solutions For Today's Problems"

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4. Yaanai Malai – Manohar Devadoss
5. Be the Best – Douglas Malloch.
6. Our Local Team – Ruskin Bond

